DOCUMENT RESUME

ED 459 545 EC 308 719

TITLE	Interactive Peer Coaching/Mentoring Project for Preparing Teachers of Students with Severe Behavioral Disorders Final Report. Volume 1: Project Narrative and Briefing Papers [and] Volume 2: Appendices.
INSTITUTION	North Dakota Center for Persons with Disabilities, Minot.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	2000-10-00
NOTE	256p.; For other IPCM Project documents, see EC 308 720-721. Section 2 written by Brent A. Askvig and Lori Garnes. Some appendices may not reproduce well.
CONTRACT	H029A970144
PUB TYPE	Reports - Descriptive (141) -- Reports - Research (143)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Behavior Disorders; Elementary Secondary Education; Higher Education; *Mentors; *Peer Teaching; *Preservice Teacher Education; *Program Design; Rural Schools; Teacher Certification; *Teacher Education Programs
IDENTIFIERS	*North Dakota

ABSTRACT

This final report discusses the activities and outcomes of the Interactive Peer Coaching/Mentoring (IPCM) Project, a program designed to prepare teachers of students with severe behavioral disorders (SED) residing in a rural, remote area in North Dakota. The IPCM project was conducted from July 1997 through July 2000 and developed an interdisciplinary program of courses that met North Dakota certification standards and university program standards. As a result of the project, 22 trainees attained a North Dakota endorsement in SED and an additional 6 teachers will complete the final requirements by the end of the summer 2001, over three times the current number of teachers in the area. A total of 48 trainees attained 1,152 graduate credit hours of university instruction, trainees completed over 150 sessions of peer coaching on classroom management issues, and completed 102 mentor experiences. The first part of the report provides a narrative commentary on the project's goals and objectives. Section 2 contains a more detailed description of the three major components of IPCM: the interactive component that used computer and non-computer based communication systems, the peer coaching component, and the interdisciplinary mentoring process. Appendices include project materials. (CR)

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Interactive Peer Coaching/Mentoring Project for Preparing Teachers of Students with Severe Behavioral Disorders Final Report.

Volume 1: Project Narrative and Briefing Papers

[and]

Volume 2: Appendices

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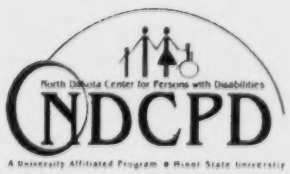
IPCM Project Final Report

Volume 1

Project Narrative and Briefing Papers

October, 2000

EC 308719



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Final Report for

Interactive Peer Coaching/Mentoring

Project for Preparing Teachers

of Students with Severe

Behavioral Disorders

October, 2000

A project sponsored by a grant from the U.S. Department of Education, Office of Special Education Programs to Minot State University (#H029A970144).

IPCM Project Highlights

The IPCM project was conducted from July, 1997 through July, 2000 at Minot State University, Minot, ND with the support of a grant from the U. S. Department of Education. The purpose of the project was to prepare appropriately qualified teachers for students with severe behavioral problems residing in a rural, remote area of North Dakota. The project highlights include:

- Twenty two (22) trainees attained a ND endorsement in SED from the ND Department of Public Instruction. An additional six teachers will complete the final requirements by the end of the summer 2001 term. This will result in over three times the number of qualified teachers in the area.

- A total of 48 trainees attained 1,152 graduate credit hours of university instruction. This was an average of 24 credits per student ranging from a low of 3 credits to a high of 42 credits.

- These 48 trainees received $216,571 in stipends assistance. This averaged $4,512 per student with a low of $400 and a high of $10,920.

- Of the 48 trainees, six entered the program with a secondary level teaching degree, 16 had an undergraduate elementary education degree, 11 had an undergraduate special education degree, and 13 had graduate degrees in special education. Of the 35 trainees without graduate degrees, 24 were admitted to MSU's graduate program in learning disabilities.

- Trainees completed over 150 sessions of peer coaching on classroom management issues. They also completed 102 mentor experiences compiling nearly 1,300 hours of contact with community agency professionals.

Interactive Peer Coaching/Mentoring Project for Preparing Teachers of Students with Severe Behavioral Disorders

Abstract

Students with severe behavioral disorders (SBD) comprise one of the most difficult groups of children to serve. They are a relatively low incidence group and require complex and instensive treatments. There are often few teachers to effectively serve these students. This is especially a problem in rural and remote areas in North Dakota. There are only 81 certified teachers to serve 1,243 students with SBD in the state.

Rural universities often face unique challenges in designing comprehensive personnel preparation programs in low incidence disability areas. First, low incidence is really ***very low incidence*** in rural settings. Some teachers may have only one or two students with SBD every five or ten years. Second, because of such low numbers, districts often have few teachers, which results in few practica sites for university trainees. Third, small rural universities often focus on higher incidence disability categories where larger student numbers can result in larger revenue generation. This results in very few rural programs in low incidence. Finally, great distances amongst rural schools and teachers results in large expenses of travel dollars and faculty time.

The proposed Interactive Peer Coaching/Mentoring (IPCM) Project will utilize several components that address the above concerns and establish a rigorous, quality program for preparing teaches of students with SBD. The IPCM Project has six goals:

1) To develop an interdisciplinary program of courses that meets North Dakota certification standards and university program standards;

2) To develop and operate an interactive communication system for faculty, trainees, and mentors;

3) To train eight students per year who will meet North Dakota certification standards.

4) To develop exemplary field experience sites and personnel;

5) To evaluate the efficacy of the IPCM Model.

6) To disseminate project results.

The proposed project will develop and deliver a comprehensive curriculum for instructing students with SBD. The Council for Exceptional Children (CEC) standards and competencies, and the North Dakota Department of Public Instruction current and proposed standards will be used as guidelines for curriculum development. Trainees will meet the certification guidelines for SBD in North Dakota.

Peer coaching will be used to facilitate effective instruction skills in trainees. In addition, they will develop instructional observation and analysis skills critical for their future consultation and direct service roles. Community mentors will be an integral component of the proposed project.

Professionals from four community service systems (disability human services, mental health, education, and judicial) will mentor the trainees throughout their programs. The mentors will help the trainees establish valuable professional contacts in the local service system networks.

The foundation of the project will be an interactive communication system for all project participants. Faculty, trainees, and mentors will maintain communication linkages via computer-based systems (e-mail, web pages, and Internet) and typical systems (face-to-face meetings, telephone, and on-site practica observations).

The IPCM Project will result in at least 24 certified teachers with extensive skills in SBD. These personnel will effectively deliver appropriate services to students with SBD in rural and remote areas of our state.

Introduction

This final report has two distinct sections. First, we provide narrative commentary on the project's goals and objectives. This includes a description of the activities used to accomplish the goals and objectives, and supporting evidence to show attainment of the specified outcomes.

Section II contains a more detailed description of the three major components of IPCM. In the subsection on the interactive component, we describe the formal and informal, and computer and non-computer based communication systems used in the project. The peer coaching subsection provides an overview of its impact on teachers and students. Finally, in the third subsection, we discuss our interdisciplinary mentoring process and show qualitative evidence of its impact on our trainees. For each subsection we showcase highlights and give recommendations for replication.

Section I

Narrative on Goals and Objectives

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Goal 1: To develop an interdisciplinary program of courses that meet ND certification standards and university program standards.

Objective 1.1. Obtain program approval from ND Department of Public Instruction, Division of Special Education. IPCM project staff met with DPI staff on several occasions during the project period. Early in year 1, IPCM staff met with Mary Rose, DPI Regional Coordinator, regarding our proposed curriculum. Ms. Rose gave verbal approval that the curriculum was aligned with the state requirements for an endorsement in Serious Emotional Disturbance/Behavior Disorders.

Although it was our initial intention, we did not file for state approval for an SED training program. MSU 's reluctance to develop a formal area of emphasis in the special education program was the determining factor here (see the narrative for Objective 1.2 for more detail). However, the lack of formal program approval did not affect students applications for state endorsement. In fact, all students who met the state requirements received the state endorsement in SED/BD.

Objective 1.2. Obtain Minot State University approval for a new emphasis area in special education. The single disappointment of this project was the lack of approval for a new emphasis area in special education at MSU. This did not happen for at least two reasons. First, shortly after receipt of this grant, MSU (and all other ND colleges and universities) experienced a dramatic decline in enrollments. At MSU, we declined by nearly 25% (from 4,040 to 3,200) in two years. This decline resulted in a "policy of non-expansion" at MSU. We were not even allowed to officially propose a new emphasis area in special education.

At the same time as declining enrollments, MSU re-organized several programs. The

special education department was dismantled and its programs placed with those in communication disorders. Thus, special education became a small part of a large, multi-unit department. With no leadership, all existing special education programs floundered. No new programs could be proposed through the new organization.

Despite these problems, IPCM faculty developed several alternatives for institutionalizing the curriculum. First, the MSU curriculum in the learning disabilities program closely matches many of the requirements for SED/BD in North Dakota. IPCM staff have worked with the MSU LD faculty to shape a new combined LD/SED program. While it has not yet been officially proposed at the department and college level, it does offer promise for continuation.

Second, IPCM staff developed expertise in developing online courses. Both Askvig and Garnes received training on the design and delivery of university courses via the Internet. We applied that to the development of an online Peer Coaching Seminar for IPCM trainees (see Section II, Peer Coaching in this final report). Given this expertise, Askvig has approached the CD/SPED department chair about transferring the IPCM courses to an online format. Because of current funding constraints (e.g., course development costs, computer hardware), that has not happened.

Finally, throughout the project period, IPCM staff have been asked to provide SED/BD coursework to school districts outside of the target area. We refused the requests during year 1, offered limited (one) opportunities in year 2, and again (once) in year 3. These continuing education courses were not supported by project funds, and were offered on weekends at remote sites. These experiences suggested that MSU might continue to offer the IPCM courses after the grant period through continuing education. The faculty salary, travel and materials would be

supported by local school districts and by extension course fees. While not strictly "institutionalized", the coursework could still be offered by MSU.

Goal 2: To develop and operate an interactive communication system for faculty, trainees and mentors.

Objective 2.1. Develop an interactive computer network communication system for faculty, trainees and mentors. NDCPD's design lab staff provided the necessary technical support to develop computer-based communications for IPCM. First, all trainees were provided email accounts through MSU's system. Second, an IPCM Web site was developed for the project (see Appendix A for a Web site map). This contained a home page, a resources and links page, a project description, bulletin board and chat systems, and a student papers site. The site was developed in year 1 and updated annually.

Objective 2.2. Train all IPCM participants on the computer network communication system. In year 1, the IPCM and NDCPD design lab staff cooperatively developed a training protocol for IPCM trainees for the computer-based network. Two large group training sessions were held to teach the trainees on the website, email, bulletin board, and chat system operations. Appendix B shows the training protocol. In subsequent years no comprehensive training was needed as our trainees were extremely computer savvy.

Objective 2.3. Develop communication protocols for non-computer based communication system. IPCM quickly developed a reputation at MSU for being one of the most communicative projects in operation. While many communications occurred via electronic means, even more contacts occurred face-to-face. Our location within the special education programs area facilitated this. Garnes' office was located adjacent to the LD coordinator's office, and the project secretary was housed at the main special education reception center. Thus,

as our students completed their LD and SED/BD courses, they were in close proximity to the faculty, who were also physically close to each other.

We also instituted several more formalized communication events among project constituents. These included student advisory/follow-up meetings, mentor meetings, practica supervisor meetings, and SPED/IPCM faculty meetings. We also had annual project picnics (not supported by project funds) during which faculty, staff, cooperating personnel, and students met in a comfortable, leisurely atmosphere. The primary communication events and procedures are described below.

Student advisory meetings. Each semester, IPCM staff met indivdually with the trainees to discuss their programs of study and their anticipated future schedules. Using an advising form which closely matched the state's SED/BD endorsement requirements (see Appendix C), students tracked their coursework. In addition to reviewing previously completed work, and the following semester's schedule, we asked the students to provide feedback on project operations. Staff kept general notes which guided stipends award decisions and changes in operations. (For example, during year 2, told us they had to wait two full weeks before receiving their stipend awards from the financial aid office. Knowing this, we were able to arrange bookstore charging privileges for our students.)

Mentor meetings. On two occasions we held formal group meetings with mentors. During year 1 we met with six mentors to describe our project and potential mentor activities. At the beginning of year 2, we met with five mentors to review our procedures and their experiences. Besides these meetings, IPCM staff met individually (face-to-face or telephone) to discuss student efforts or possible changes in our processes. Rarely did mentors use our website bulletin board or email systems even though they were given access to them.

Practica supervisor meetings. Once the trainees had completed the didactic coursework, they entered a practicum experience. The practica sites were located in a variety of settings including the public schools, Dept. of Defense (DOD) schools (at Minot Air Force Base), a private, residential school for incarcerated youth, and an extended school year program. Our trainees were always paired with state endorsed SED/BD teachers throughout the practica.

In order to maintain effective monitoring, the trainees, faculty, and supervising teachers utilized periodic formal and informal communication methods. The trainees and their supervising teachers obviously communicated on a daily basis. In addition, the supervising teacher met formally with the trainee several times throughout the practicum experience. Also, the supervising teacher completed a midterm and final evaluation of the trainee's performance using one of the forms shown in Appendix D.

During each practicum experience, an IPCM staff member observed the trainee's performance on-site. A formal evaluation was also completed by the IPCM staff using one of the forms in Appendix D. Finally, at the end of each practicum experience, the IPCM staff met individually with all supervising teachers to review the experiences. These meetings allowed for a summative review of the trainee's performance and an opportunity for formative input for the next semester.

SPED/IPCM faculty meetings. A useful process in this project was the ongoing interactions between project staff/faculty and departmental faculty. Although this project was supported under the auspices of the ND Center for Persons with Disabilities, a University Affiliated Program, the project staff were housed in the Special Education department area. Due to the curriculum structure of the project, this had many benefits. For example, most trainees were completing master degrees in special education learning disabilities while completing the

SED/BD state endorsement. Thus, they took several courses from other departmental staff. This interaction with other faculty provided the trainees with a broader perspective and set of experiences. Also, since project and departmental faculty offices were literally side by side, ongoing discussions of trainee progress were held. This gave us a much better guide for measuring trainee progress toward the project outcomes. Finally, project faculty were included in department faculty meetings and committees. This allowed for ongoing discussions on curriculum revisions, departmental procedural changes, and student committee arrangements that affected our trainees.

Goal 3: Train eight students per year who will meet North Dakota Certification standards.

Objective 3.1. Recruit and enroll eight students per year. The goal of IPCM was to triple the number of endorsed SED/BD teachers in the northwestern section of North Dakota. Originally, we thought that we would enroll 8 new, full-time students each year in our project. However, that did not happen. Most applicants were, in fact, teaching in schools without the appropriate teaching credentials. Since they were teaching full-time they were only able to attend courses on a part-time basis.

If we had enrolled only full-time students at a rate of 8 per year, we would have provided instruction to only 24 students. By enrolling part-time students, we enrolled 48 students in some aspect of our project.

Table 1 below shows our enrollment figures by year for IPCM. Both full-time and part-time students are shown, along with an indication of their entry level training (Note: Only those trainees without the state credential for SED/BD were enrolled.).

Table 1. IPCM enrollment by semester.

Fall 97	Spring 98	Summer 98	Fall 98	Spring 99	Summer 99	Fall 99	Spring 00	Summer 00
18	22	21	23	22	24	21	21	16

Objective 3.2 Teach IPCM Courses.

Five new courses were developed for the IPCM project. These were:

Introduction to Emotional and Behavioral Disorders

Elementary and Secondary ED Methods

Field Seminar in Severe Behavioral Disorders

Community Supports for Behavioral Disorders

Guidance and Counseling for SED

The schedule of offerings is shown in Table 2. The most recent syllabi and student evaluations for these classes are shown in Appendix E. The courses were taught by Dr. Moran (year 1) and Ms. Garnes (year 2 & 3). In addition, our students took a specialized psychology course (Psy 511 - Human Growth and Development) required for the state credential. Dr. Rita Curl and Dr. Paul Dauphinais taught that course on four different occasions, twice as a regular departmental offering and on two occasions supported by IPCM funds.

Finally, the trainees who entered IPCM with a secondary teaching major were required by the state to take two elementary education methods courses. When possible, those courses were taken as they were offered during our academic semesters. However, Dr. Askvig did have to teach one section of Math Methods and one section of Reading Methods to allow several students to finish their programs. He did this as part of his IPCM workload.

Table 2. IPCM schedule of course offerings.

Semester	Course #	Course Name	Hours
Fall 1997	SPED 595a	Intro to ED/BD	3SH
Spring 1998	SPED 597b	Elem & Sec ED/BD Methods	3SH
	SPED 597d	Community Supports for ED/BD	2SH
	SPED 597c	Field Seminar in ED/BD	1SH
Summer 1998	SPED 597e	Guidance & Counseling for ED/BD	3SH
	SPED 597c	Field Seminar in ED/BD	1SH
	SPED 515a	Practicum in ED/BD	8SH
Fall 1998	SPED 597a	Intro to ED/BD	3SH
	SPED 597d	Community Supports for ED/BD	2SH
	SPED 597c	Field Seminar in ED/BD	1SH
Spring 1999	SPED 597b	Elem & Sec ED/BD Methods	3SH
	SPED 597e	Guidance & Counseling for ED/BD	3SH
	SPED 597c	Field Seminar in ED/BD	1SH
	SPED 515a	Practicum in ED/BD	8SH
Summer 1999	SPED 597a	Intro to ED/BD	3SH
	SPED 597b	Elem & Sec ED/BD Methods	3SH
	SPED 597c	Field Seminar in ED/BD	1SH
	SPED 515a	Practicum in ED/BD	8SH
Fall 1999	SPED 597d	Community Supports for ED/BD	2SH
	SPED 597e	Guidance & Counseling for ED/BD	3SH
	SPED 597c	Field Seminar in ED/BD	1SH
	SPED 515a	Practicum in ED/BD	8SH
	SPED 590	Peer Coaching Seminar Online	2SH
Spring 2000	SPED 597a	Intro to ED/BD	3SH
	SPED 597b	Elem & Sec ED/BD Methods	3SH
	SPED 597c	Field Seminar in ED/BD	1SH
	SPED 515a	Practicum in ED/BD	8SH
	SPED 590	Peer Coaching Seminar Online	2SH
Summer 2000	SPED 597d	Community Supports for ED/BD	2SH
	SPED 597e	Guidance & Counseling for ED/BD	3SH
	SPED 597c	Field Seminar in ED/BD	1SH
	SPED 515a	Practicum in ED/BD	8SH
	SPED 590	Peer Coaching Seminar Online	2SH

Goal 4: Develop exemplary field experience sites and personnel.

Objective 4.1. Develop and implement peer coaching curriculum. IPCM faculty spent three years in the development and implementation of a collegial, non-judgmental model of peer coaching for special education teachers. Because we were preparing teachers to work with students with behavior disorders, we focused on classroom management skills in peer coaching.

We developed three specific materials for peer coaching. They were:

Peer Coaching Seminar Online (Internet Course)

Improving Teaching through Peer Coaching (video)

Peer Coaching: Effective Teaching through Innovative Faculty Development (book)

These materials are included in the attached Materials packet.

Once the materials were developed, we presented the peer coaching process in three ways; in-class lecture, face to face seminar, and online class. A more detailed explanation of these methods and results are provided in Section II of this report.

Objective 4.2 Recruit and train community mentors. The IPCM mentorship component was divided into four areas: mental health juvenile justice, social services, and education. These represent the major systems that children with behavior disorders and their families often contact. We recruited mentors for IPCM by making personal contacts with colleagues in various community agencies.

Our first cadre of mentors was recruited and trained in January, 1998. We had 10 mentors from mental health, juvenile justice, and human services. (The education component was reserved for student teaching.) Our training session consisted of an informal meeting in which staff described the IPCM project and the purpose of mentoring. We then described the

mentorship process, the mentors' roles, and answered their questions. The mentor training materials are shown in Appendix F. At the end of the term, we held another meeting to discuss the mentor process and ask for necessary changes. One change that did come as a result of our meeting was a form that the mentors completed prior to the trainee's arrival. This form (shown in Appendix F) asked the mentor for specific information about the mentor's work site and job duties. This information was then translated into expected outcomes for the trainees. Site outcomes are also shown in Appendix F.

Table 3 below shows the number of IPCM mentors, the total number of mentorship experiences, and the total mentorship hours completed by IPCM trainees during the project. An analysis of the mentorship data is provided in Section II of this report.

Table 3. IPCM Mentorship Data.

Number of mentors (per area)		**Number of mentorship experiences**	
juvenile justice	5	juvenile justice	32
human services	12	human services	29
mental health	8	mental health	29
TOTAL	**25**	**TOTAL**	**90**

Total number of mentorship hours per semester per area.

Semester	Juvenile Justice	Human Services	Mental Health
Spring 1998	19	116	67
Summer 1998	23	64	47
Fall 1998	97	88	85
Spring 1999	33	46	52
Summer 1999	56	10	11
Fall 1999	83	79	31
Spring 2000	41	41	62
Summer 2000	60	30	40
TOTAL	**412**	**474**	**395**

Objective 4.3 Provide training and support for practica and student teaching site personnel. Initially we had to develop practica and student teaching sites for our trainees. Few North Dakota teachers in our area were serving youth with behavior disorders with appropriate teaching credentials. So, while we had access to many sites with students, we had few qualified professionals to supervise our students.

Our first foray into the practica experience began with the Summer 1998 session. We arranged a student teaching site with a residential school during their Summer program. To support the site and two student teachers we did the following:

- Met with school principal to explain expectations.
- Met with potential collaborating teachers to explain expectations.
- Helped principal select collaborating teachers.
- Hired outside consultant SED certified teacher.
- Had IPCM staff at school each day for first three weeks.
- Had consultant spend 1-2 days per week with students.
- Had collaborating teachers, consultant, and IPCM staff conduct ongoing student evaluations and discuss results.

Throughout the process we utilized the IPCM student portfolio to guide our work

(see Appendix G). It was based on the CEC standards for professional development, and contained materials to direct the student teaching experience. In addition to the activities listed above, IPCM staff reviewed the

portfolio will all practica site personnel.

After our initial experience, we made some revisions (e.g., met for longer periods with collaborating teachers, further explained portfolio items to principals) and used the same process for three more semesters. At that time, we were allowed access to more practica sites and used our previous graduates to guide our new trainees. Our process was successful as evidenced in Table 4. This table shows that we accessed 12 sites and we developed 10 new sites for our trainees. (New sites are those that previously had no certified SED teachers, no developed practica sites, or both.) Table 5 shows the students by semester for their student teaching sites.

Table 4. Student Teaching and Trainee Numbers.

Sites	*Sum 1998*	*Fall 1998*	*Spr 1999*	*Sum 1999*	*Fall 1999*	*Spr 2000*	*Sum 2000*	*Total*
*Dakota Mem HS	2			2		2	2	8
*Dakota Elem			1			1		2
*CAPH				1				1
Magic City					1			1
*Williston HS					1			1
*Sunnyside					1			1
*Dunseith HS						1		1
*North Hill						2		2
Central Campus						1		1
*Perkett							2	2
*Richholt							1	1
*Youth Res Ctr							1	1
*indicates new site				*Total*				*22*

Table 5. Number of student teachers and names of student teaching sites.

Summer 1998
Janice - Dakota Memorial High School
Alison - Dakota Memorial High School

Fall 1998
None

Spring 1999
Glenna - Dakota Elementary

Summer 1999
Greg - Dakota Memorial High School
Paulette - Dakota Memorial High School
Nadine - CAPH Program (Child and Adolescent Partial Hospitalization)

Fall 1999
Becky - Magic City Campus
Valli - Williston High School
Enid - Sunnyside Elementary

Spring 2000
Angie - Dakota Elementary
Darlene - Dunseith High School
John - North Hill Elementary
Tammy - Dakota Memorial High School
Celina - Central Campus
Molly - North Hill Elementary
Maureen - Dakota Memorial High School

Summer 2000
Linda - Perkett Elementary
Judy - Dakota Memorial High School
Nancy - Dakota Memorial High School
Aundrea - Perkett Elementary
Ginger - Richholt Elementary
Sherry - Youth Resource Center

Goal 5: Evaluate the efficacy of the IPCM Model.

Objective 5.1 - Design and implement process to evaluate trainees.

To determine the success of IPCM, we had to design evaluation components that would yield formative and summative information on our work. The first step was to evaluate our trainees. We did this in several ways.

Trainee progress. At the end of the first semester of IPCM our Graduate School provided academic reports on our trainees. In all but one case, our trainees met (and usually exceeded) the standards of other graduate students. For example, the average GPA of IPCM students was 3.77 (on a 4 point scale) compared to a 3.75 GPA of other special education graduate students.

We also held student interview meetings prior to each semester. These meetings were used to determine student interest and eligibility for continued IPCM stipends, and to address student and faculty concerns. We also used these meetings to advise students on course loads and practica selections.

Trainee satisfaction. The student interviews also allowed us a comfortable method for determining student satisfaction. Students continually were impressed with the stipends offered and the availability of courses. They often expressed concern about the rigor of the courses, particularly if they were new graduate students. Finally, students constantly rated the mentorship experiences as the most useful component of the project.

Communication and networking skills. We had students self-report their skills regarding their computer communication procedures. They initially felt somewhat hesitant at using email and Web pages. They reported that they rarely accessed the IPCM Web site. These issues were addressed in the first on-site evaluation by Dr. Salzberg. Instruments and results used in this evaluation are presented in Appendix H.

Objective 5.2 - Evaluate the interactive communication system.

During June, 1998, Dr. Charles Salzberg from Utah State University conducted an on-site evaluation of the IPCM Project. Appendix I shows the evaluation questions and agenda for Dr. Salzberg. During the two day process, he spoke to students, staff, and community partners regarding the interactive communication system. He agreed with our use of student interviews each semester to track student progress and make stipends allocation decisions. These interviews were also very good for making the process more personal.

Dr. Salzberg reviewed the trainee evaluation results (Appendix H). He suggested incorporating computer email and Web site actions into our existing courses. We later used this suggestion in building our online peer coaching course.

Objective 5.3 - Evaluate the peer coaching and community mentor training process.

Dr. Salzberg looked at our peer coaching and mentoring processes in June, 1998. He suggested using video transfer via the Internet for sharing peer coaching scenarios. Dr. Salzberg suggested using Vision Link to accomplish this. After exploring the hardware and software requirements, we declined due to cost and continued with live peer coaching sessions.

Dr. Salzberg was impressed by the mentoring process and we spent considerable time talking about expanding it to other departmental programs, and continuation after the grant funds were removed. Due to university cutbacks, no continuation is expected.

In the Spring of 2000, Dr. Gina Kunz of the University of Nebraska conducted a site review. Dr. Kunz was a school psychologist with several years of experience working with students with behavioral problems and their families and teachers in rural settings. Her evaluation visit was focused on more summative aspects of the IPCM project.

During her evaluation, Dr. Kunz spoke with several of our trainees, mentors, and

supervising teachers. Through her interviews, she came to the conclusion that the project had met its primary goal of increasing the number of qualified personnel to serve those with severe behavior disorders.

Dr. Kunz's major focus, however, was on the design of a system to quantify the effectiveness of peer coaching. With the IPCM staff she developed a peer coaching effectiveness evaluation form (see Appendix J). Using the trainee generated peer coaching reports, a rater completes the form looking for evidence of various components. Evidence of these components in the trainee report suggests that the peer coaching process was effective.

During our initial development, we tested the inter-rater reliability of the evaluation form. IPCM staff had an 83% inter-rater reliability score. Further adjustments are needed in the process, primarily in describing each of the items on the form.

Dr. Kunz then suggested using the form to compare the three methods of trainee instruction on peer coaching (i.e., readings and in-class discussion, face to face seminars, and the online peer coaching class). We anticipate completing this qualitative analysis sometime in the spring of 2001.

Goal 6: Disseminate project results.

Objective 6.1 - Develop materials for dissemination.

We developed the following materials for IPCM. These are enclosed in the Products Packet.

IPCM Products

Askvig, B. A., & Moran, P. M. (1998). Peer coaching training manual. Minot, ND: ND Center for Persons with Disabilities.

McDowell, A., & Askvig, B. A. (1998). Efficacy of some behavior management strategies for

students with serious emotional disturbances. Minot, ND: ND Center for Persons with Disabilities. (ERIC Document number ED438647).

Askvig, B. A., & Garnes, L. (1999). Preparing teachers for collaborative partnerships: Community mentors and peer coaching. Paper presented at the 22nd annual TED Conferences, Palm Springs, CA, November 12, 1999.

Garnes, L., & Askvig, B. A. (1999). Improving teaching through peer coaching (video). Minot, ND: ND Center for Persons with Disabilities.

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Objective 6.2 - Disseminate project results to professional and layperson audiences.

IPCM staff distributed project information to several national, state, and local personnel. We gave three national presentations (TED Conference, U. S. - China Conference, and OSEP Personnel Preparation Conference), one state presentation (ND CEC Conference), and several local presentations.

A products list was disseminated nationally to all university affiliated programs. Additionally, the list was placed on the ND Center for Persons with Disabilities web site for one month. Other materials were disseminated as requested by local staff.

One paper was presented to Educational Resources Information Center (ERIC). This paper, Efficacy of same behavior management strategies for students with serious emotional disturbances, was accepted and catalogued with the identifier number ED438647.

A major highlight was the publication of the text Peer Coaching: Effective Teaching through Innovative Faculty Development. It was published by the ND Center for Persons with Disabilities, and distributed through their web site at cost. (Approximately 25 copies were distributed to local partners and students at no cost.) A second printing is being planned for Spring, 2001, for use in a new project on peer coaching inservice training.

Section II

Briefing papers on the primary components of the Interactive Peer Coaching Mentoring (IPCM) Project

written by

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and
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Minot State University

October, 2000

The following papers were written to give a detailed accounting of the three major components of the IPCM model. These components, Interactive Communication, Peer Coaching, and Mentoring, were instrumental in the success of the IPCM project. Through IPCM we provided over 1,100 credit hours of coursework, supported over 150 sessions of peer coaching, and guided over 100 mentor experiences. In three years we tripled the number of teachers qualified to provide education to students with severe behavioral disorders in a rural, remote area of North Dakota.

Section II

Part A
Interactive Component

This section describes the interactive features of the Interactive Peer Coaching Mentoring (IPCM) Project. We used both computer and non-computer based formats for communication.

Non-computer Based Formats. IPCM developed a reputation at MSU for being one of the most communicative projects in operation. While many communications occurred via electronic means, even more contacts occurred face-to-face. Our location within the special education programs area facilitated this. Garnes' office was located adjacent to the LD coordinator's office, and the project secretary was housed at the main special education reception center. Thus, as our students completed their LD and SED/BD courses, they were in close proximity to the faculty, who were also physically close to each other.

We also instituted several more formalized communication events among project constituents. These included student advisory/follow-up meetings, mentor meetings, practica supervisor meetings, and SPED/IPCM faculty meetings. We also had annual project picnics (not supported by project funds) during which faculty, staff, cooperating personnel, and students met in a comfortable, leisurely atmosphere. The primary communication events and procedures are described below.

Student advisory meetings. Each semester, IPCM staff met individually with the trainees to discuss their programs of study and their anticipated future schedules. Using an advising form which closely matched the state's SED/BD endorsement requirements students tracked their coursework. In addition to reviewing previously completed work, and the following semester's schedule, we asked the students to provide feedback on project operations. Staff kept general notes which guided stipends award decisions and changes in operations. (For example, during year 2, our trainees told us they had to wait two full weeks before receiving their stipend awards

from the financial aid office. Knowing this, we were able to arrange bookstore charging privileges for our students.)

Mentor meetings. On two occasions we held formal group meetins with mentors. During year 1, we met with six mentors to describe our project and potential mentor activities. At the beginning of year 2, we met with five mentors to review our procedures and their experiences. Besides these meetings, IPCM staff met individually (face-to-face or telephone) to discuss student efforts or possible changes in our processes. Rarely did mentors use our Web site bulletin board or email systems even though they were given access to them.

Practica supervisor meetings. Once the trainees had completed the didactic coursework, they entered a practicum experience. The practica sites were located in a variety of settings including the public schools, Department of Defense (DOD) schools (at Minot Air Force Base), a private, residential school for incarcerated youth, and an extended school year program. Our trainees were always paired with state endorsed SED/BD teachers throughout the practica.

In order to maintain effective monitoring, the trainees, faculty, and supervising teachers utilized periodic formal and informal communication methods. The trainees and their supervising teachers obviously communicated on a daily basis. In addition, the supervising teacher met formally with the trainee several times throughout the practicum experience. Also, the supervising teacher completed a midterm and final evaluation of the trainee's performance.

During each practicum experience, an IPCM staff member observed the trainee's performance onsite. A formal evaluation was also completed by the IPCM staff. Finally, at the end of each practicum experience, the IPCM staff met individually with all supervising teachers to review the experiences. These meetings allowed for a summative review of the trainee's

performance and an opportunity for formative input for the next semester.

SPED/IPCM faculty meetings. A useful process in this project was the ongoing interactions between project staff/faculty and departmental faculty. Although this project was supported under the auspices of the ND Center for Persons with Disabilities, a University Affiliated Program, the project staff were housed in the Special Education department area. Due to the curriculum structure of the project, this had many benefits. For example, nearly all trainees were completing master degrees in special education learning disabilities while completing the SED/BD state endorsement. Thus, they took several courses from other departmental staff. This interaction with other faculty provided the trainees with a broader perspective and set of experiences. Also, since project and departmental faculty offices were literally side by side, ongoing discussions of trainee progress were held. This gave us a much better guide for measuring trainee progress toward the project outcomes. Finally, project faculty were included in department faculty meetings and committees. This allowed for ongoing discussions on curriculum revisions, departmental procedural changes, and student committee arrangements that affected our trainees.

In summary, our major non-computer based communication activities which positively influenced trainee and staff interactions were:

- Student advisory meetings
- Mentor meetings
- Practica supervisor meetings
- SPED/IPCM faculty meetings

Computer-based formats.

Email. Since our students were from a very rural setting, Internet communications were an efficient way of making and staying in contact with us. All students

who participated in IPCM had email accounts. Initially, the university provided these free of charge to our students. We estimate that only 2 in 10 had their own email accounts at home. However, as the project progressed, our students came to the project with their own email accounts. In fact, all but two of our final group of participants had their own accounts.

Email communication was extremely important for our students. They sent each other reminders of course activities, updated their schedules, and got class notes. Other students used the email for more important classroom activities. For example, the following is the verbatim email text between one of the IPCM trainees and a general education teacher. The general education teacher had just received a new special education student in her class, and did not feel the placement was appropriate. Here's how the IPCM trainee handled the situation.

Wednesday, February 23, 2000 1:10:08 PM
Message

From:
Subject: new student in T-3
To: Molly

Hi! I need to visit with you about the new student that came with — 's room this morning. When could we meet? I need to know more about him, and with the program March 6 and we starting the practices next Monday, I think he should wait till after it is finished. Lets discuss this matter, ok?

Wednesday, February 23, 2000 2:00:30 PM
Message

From: Molly
Subject: Re: new student in T-3
To:

Hi! I need to visit with you about the new student that came with —'s room this morning. When could we meet? I need to know more about him, and with the program March 6 and we starting the practices next Monday, I think he should wait till after it is finished. Lets discuss this matter, ok?

I can't pull the new student out of music. It is part of his curriculum. I can send an aide. Molly, K-3 SED Transition Room

---

Wednesday, February 23, 2000 2:48:02 PM
Message

From:
Subject: Re(2): new student in T-3
To: Molly

We have worked on memorization of 8 songs for the program with a taped accompaniment and choreagraphy since January and it is not possible after working with — today, for him to be able to sing and feel good about himself performing for an audience. There are speaking parts for all the students that he will not know, and how the music changes from one song to the next. I feel he could really function. OK. with an aid during our rehearsals, sitting in the back of the music room, but not standing on risers in front o a large audience at this late date. It would be a distraction for other students, and he was making sounds and inappropriate gestures as he sat today following the music (which has 2 staffs, harmony parts for soloists, small groups at times, etc.) watching the 3rd grade students practice on the risers in my room. If you think he should go through the embarrassment of being taking out of the lunchroom, etc. that is your call, but I as a music teacher, feel that he could really like music, if he was not put into a situation like this to start with. What is the hurry? I can give you music for him to listen independently for 1 week, 1 day. The practices are difficult enough with students that know my expectations for practice rehearsals, and the teachers also.

Thursday, February 24, 2000 8:02:52 AM
Message

From: Molly
Subject: third grade
To:
Cc: principal

Legally, I can't keep the student from music. If he is denied the opportunity to participate it is a lawsuit waiting to happen. He can read at the 3rd grade level, if you give him a copy of the words to sing/say in the order they are performed, as well as send me a copy of the words and tape. We will work on it. I will also send a copy home for the parents to work on. Maybe he can stand by — they are becoming friends, and I will send an aide with him. We did check on him yesterday when he was in music and were aware he was sitting in the back not participating.

Federal law - IDEA 97 - mandates the least restrictive environment. Students must have access to general education curriculum. This must be provided to the maximum extent with regular education with peers without disabilities of the same age. High academic standards and clear performance goals must be set. Participation is graded. If you want any more information please see me.

I apologize if you think this is me trying to make your life miserable. I just don't want to end up in a lawsuit, so I will help you so this isn't such a stressful situation.

Molly, K-3 SED Transition Room

Thursday, February 24, 2000 12:40:24 PM
Message
From: principal
Subject: Re: third grade
To: Molly

nice reply

Principal
Elementary School
Minot, ND

Thursday, February 24, 2000 10:03:57 AM
Message
From:
Subject: Re: third grade
To: Molly

Molly, I am sending the tape, music, and yes, send the aid with him. I will not be able to rehearse if my attention from the class is diverted and if he is distracting the other students, your aid can immediately take him out. Friday will still be a practice in the music room and then it will start on stage next Monday. I sent a schedule out yesterday to the school. I arrange the students according to height, and where they can function in close quarters on the risers sitting and standing frequently. Does he have impairments? Fear of heights? — is on the top row if I remember, right. This class is right in the middle of the top of the stage so if he needs to be taken out, your aid will need to go up in front of everyone and do it. Does he draw attention to himself with unacceptable behavior? Yesterday, he said he really does not like music (in a quivering voice). I would like to read his file if that is ok.

Thursday, February 24, 2000 12:54:48 PM
Message
From: Molly
Subject: Re(2): third grade
To:

Molly, I am sending the tape, music, and yes, send the aid with him. I will not be able to rehearse if my attention from the class is diverted and if he is distracting the other students, your aid can immediately take him out. Friday will still be a practice in the music room and then it will start on stage next Monday. I sent a schedule out yesterday to the school. I arrange the students according to height, and where they can function in close quarters on the risers sitting and standing frequently. Does he have impairments? Fear of heights? — is on the top row if I remember, right. This class is right in the middle of the top of the stage so if he needs to be taken out, your aid will need to go up in front of everyone and do it. Does he draw attention to himself with unacceptable behavior? Yesterday, he said he really does not like music (in a quivering voice). I would like to read his file, if that is ok.

Thanks. ----

— would prefer to stand on the floor, would an end be possible, I didn't think about the height thing. His file has not arrived (oh, just handed to me), but when it gets here you are always welcome to read it!!! He is diagnosed with aspergers syndrome. I read an interesting quote yesterday..."students with aspergers are living in our world in their own way". He seems to be nervous in newer situations (often responding he doesn't like it, automatically without thinking), and does shake (physically and verbally) as a side effect of medication. He does have speech concerns - language delay. I did receive the schedule. Thanks for your understanding and dedication. Let me know if we can do any more.

Molly, K-3 SED Transition Room

Thursday, February 24, 2000 2:51:46 PM
Message

From:
Subject: Re(3): third grade
To: Molly

Molly, I was going to have — in the middle, so would — stand next to — class on the floor if he can see your aid from there? You know the divider that is for the instrumental teachers? He would be standing up on top the stage but on the 1st step? We will have to see how it goes tomorrow. Maybe I will do a trial run with the class to see how he reacts before Monday, so that we know what to expect and deal with it so things go smoothly. — (who is coming with him).

Using email, Molly (the IPCM trainee) supported a student with behavioral difficulties AND the general education teacher who worked with the student. Most importantly, she did so in a way that built the beginnings of a wonderful professional partnership.

Real time chat. Initially, we provided instruction to the IPCM trainees on real-time chat. Our Web page supported the chat feature, but the trainees never used it outside of required class or training sessions. Scheduling was the primary barrier to using chat. Much like their daily teaching schedules, our trainees had difficulties arranging mutually agreeable times for chat. Instead, they used email and bulletin boards for communication and interaction.

Bulletin boards. Our Web site supported a bulletin board feature for the trainees. (In years 2 and 3 we incorporated bulletin boards in our online class, too.) The bulletin board was an

excellent method for getting thoughtful, reflective comments and responses on pertinent issues. Trainees posted initial comments or strands, as well as responded to other trainees' responses. For example, one trainee posted her review of a commercial curriculum on the bulletin board. Within two days, all other trainees had seen her critique. Soon, half of them responded and developed a line of discussion about the benefits and pitfalls of the curriculum for various age groups and students.

Summary

Several computer-based communication systems were available to IPCM trainees. Email was the most frequently used. Bulletin board postings allowed for longer, more thoughtful critiques of major issues. Trainees never used real time chat outside of required class or training sessions as scheduling was difficult.

Section II

Part B
Peer Coaching in a Pre-Service Personnel Preparation Program

Peer Coaching

Educators' primary responsibility is to teach their students. Teachers who work with students with significant behavioral challenges must maintain effective classroom control, use good teaching strategies, and make sure the students are active learners (Kaufman, 1993). All teachers must also continually develop new or refine existing teaching strategies. However, professional development for teachers is typically under-funded, sporadic, and not systematically organized (Fallan, 1982). Additionally, teachers like some control in the content and the process of their professional development.

One method that has been successful for teacher skill development is peer coaching. It has been used with pre-service teachers (Lignugaris/Kraft & Marchand-Martella, 1993; Morgan, Menlove, Salzberg & Hudson, 1994; Pierce & Miller, 1994), and veteran teachers (Hasbrouck & Christen, 1997; Phillips & Glickman, 1991). Research has consistently shown that students benefit from the increased instructional competence of their teachers (Hudson, Miller, Salzberg & Morgan, 1994).

Peer coaching has been described as a process in which one teacher observes another teacher who then uses those observation results to improve instruction (Hasbrouck, 1997). Originally designed as a school-based staff development process, it has become a widely used professional development format for educators (Showers & Joyce, 1996).

We have used peer coaching in our pre-service personnel preparation program as a means of teaching instructional skills and facilitating teacher collegiality (Askvig, 1997). Since we focused on preparing teachers of students with emotional and behavioral problems, we emphasized the use of peer coaching around the context of effective classroom management. The following section describes our model of peer coaching and the process used to instruct our

trainees. Data on the effectiveness of the process are also presented.

Step in Peer Coaching

The IPCM Project peer coaching training process had two general phases. First, we provided trainee instruction on an effective classroom management model. We divided classroom management into three blocks; those procedures used to organize the environment appropriately, the management strategies needed while teaching, and follow-up skills needed to systematically remediate problems that occur in class. Figure 1 shows the matrix of this classroom management model.

Environment	**Structure/Delivery of Lessons**		**Analysis and Correction**
	Normal Structure	***Correction***	
Classroom procedures	Clear directions	Responsive lesson adjustment	Evaluate student progress
Rules	Cuing/attention prompts	Intervene in "off task" behavior	Adjust lesson plans
Classroom management	Corrective feedback	Correction procedures	Plan to use behavior modification techniques
	Monitoring	Physical proxmity	

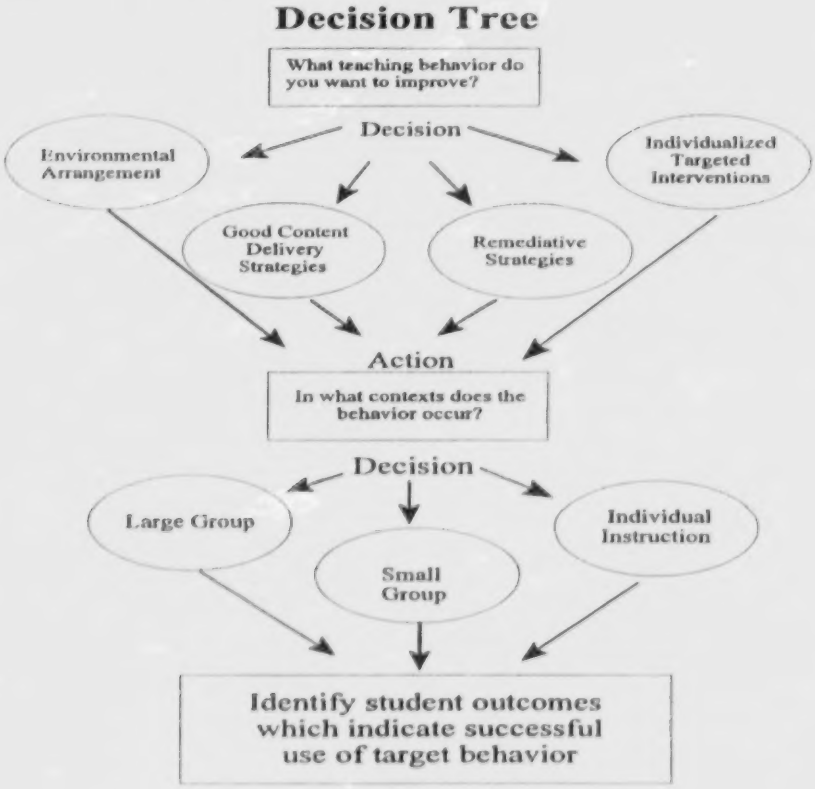
Figure 1. Matrix for effective classroom management.

Our trainees were instructed that some classroom problems could be handled by using clear classroom procedures, giving the students clear rules, and by arranging the room properly. While teaching, our trainees needed to provide clear directions, give prompts or cues for attention, correct errors and monitor students. In some situations, they had to adjust their lessons, stop off-task behaviors, specifically correct inappropriate behavior, or move closer to problem students. When the classroom behaviors were especially difficult, our trainees needed

to carefully evaluate student progress, develop different lesson plans, or even use specific behavior modification techniques.

After a description of the components of this model, the trainees were taught to use a decision-making process for selecting an appropriate skill on which to peer coach. Through a series of questions, they took into account their unique classroom situations such as the class size, their instructional format, and the particular portion of the management model they want to improve. Figure 2 shows the decision making model for the trainees.

Figure 2. Decision-making process for selecting a coaching skill.



Steps to Peer Coaching

Our training procedure for peer coaching encompassed 10 steps. These are presented in Table 1.

Table 1. Steps in the IPCM Project Peer Coaching Process.

1. Choose partner.
2. Clarify roles.
3. Select peer coaching target.
4. Define outcomes.
5. Select data collection system.
6. Develop data collection forms.
7. Schedule observation.
8. Conduct observation.
9. Hold post-observation meeting.
10. Use data to improve teaching.

To begin the peer coaching process our trainees selected a colleague. This was often someone they worked with or who was familiar with peer coaching. They then clarified their roles. For each peer coaching session, one partner was the 'coach' and the other a 'coachee'. The coach did the observation while the coachee was the person who taught and was observed. Each person performed both roles in our process.

The third step was to select a teaching skill to work on. The partners used the decision-making process (see Figure 1) to select a teaching skill. They selected which classroom management skill to improve considering the topic of instruction, class size, type of lesson and age of students. The partners then decided on student outcomes. Those were the things we would see the students doing if the teacher (coachee) was performing the skill correctly.

Once the outcomes were selected a data collection system was chosen and data collection forms were designed. The coach needed to know how to record the data on the teaching and which forms to use. There are many options and both the coach and coachee needed to agree on this. Once this was decided the partners scheduled the day and time for the observation. This

occurred at a time when the coachee was using the selected teaching skill. The coach then observed the instruction.

After the observation, the partners met to discuss the observation. Before this meeting, the coach had compiled the data for the coachee. The coach then described the data and the coachee connected about what happened during the lesson. The coach did not make suggestions unless asked by the coachee.

After this meeting the coachee decided how to improve her teaching. This decision was based on the data and upon reflection about the observed lesson. The decision may have been to continue using the chosen teaching skill or to use a different one. The partners then switched roles and did the peer coaching again.

Peer Coaching Outcomes

Over the past three years we evaluated the peer coaching process. Our students have conducted nearly 150 peer coaching sessions. Our preliminary attempts used a less sophisticated model while our later sessions used instruction and data collection methods that were more sophisticated.

Conditions addressed. Over the 3 years of IPCM, our trainees participated in more than 150 sessions of peer coaching. They used the 10 step process previously described in many settings with many students addressing many classroom management issues.

Table 2 shows the range of settings in which peer coaching occurred. Table 3 shows the student populations with which peer coaching was used and Table 4 shows the student behaviors addressed.

Table 2. Peer Coaching Settings.

- Kindergarten classroom
- High School self-contained room
- Resource room
- First Grade Phonics Class
- High School World History Class
- Vocational Training Program
- EMH/TMH classroom
- High School foods class
- SED classroom
- Elementary Reading class
- First/Second Grade room
- Junior High Health class
- Developmental Math Program
- General Math class
- Home visit settings

Table 3. Student populations in peer coaching sessions.

- ❑ First/Second Grade students
- ❑ Junior High SED students
- ❑ High School SED students
- ❑ General education students with low math skills
- ❑ Adjudicated high school students
- ❑ Kindergarten students
- ❑ Students with ADD & ADHD
- ❑ Junior High students in Resource room
- ❑ Elementary SED students
- ❑ Elementary students with low reading skills
- ❑ EMH and TMH students
- ❑ High School students in Resource room
- ❑ Preschool children with disabilities

Table 4. Student behavior addressed by peer coaching.

♦ Task reduction
♦ Off task behavior
♦ Responding to teacher appropriately
♦ Answering questions
♦ Asking for help
♦ Increasing time on task
♦ Classroom disruptions
♦ Transition between activities
♦ Participating in discussions
♦ Waiting for instructions
♦ Laying on floor
♦ Completing assignments
♦ Refusals to do classwork
♦ Anger

Trainee response to peer coaching. Although somewhat hesitant to participate at first, the trainees summarily supported the peer coaching process. They felt the process was "invaluable" in their teaching, that doing the process was "a wonderful assignment for future use and application", and that overall the "experience was great".

Student impact. Although not a major focus of this project, our trainees reported a significant impact in students' behaviors. They saw students stay on-task for longer periods of time, anger behaviors decreased, and independent work behaviors increased. Student reinforcement increased and negative consequences decreased. In some instances students with disabilities spent more time in general education classrooms. Future work is needed to examine more precise impacts on student behavior.

Summary

Peer coaching allows trainees to continue their professional development and improve their teaching skills. This is done in a collaborative manner with another teacher. The results

suggest that peer coaching is effective, non-judgemental, and likely to continue after the conclusion of the project. The use of peer coaching and mentoring prepares future teachers for a collaborative model of service delivery for students with behavioral and emotional difficulties and their families.

Section II

Part C
Community Mentors

Community Mentorships

Teachers of students with behavior disorders often need to communicate and work with professionals in law enforcement, mental health services, social services, or other school personnel. When community programs combine resources, and work together to serve a child, they are known as wrap-around services which follow a 'system of care' model. In order to adequately train teachers to work with students with behavior disorders, university preservice teacher training programs need to give teachers experience in a variety of community service settings.

This became a critical component of the IPCM project. Each IPCM participant was placed with a mentor from each of the four service areas within the 'system of care'. Although most of the participants were already experienced teachers, they had very little previous contact with these professionals or agencies. The experience with professionals from the 'system of care' was a critical need. Figure 1 shows the areas in which project participants were placed for mentor experiences.

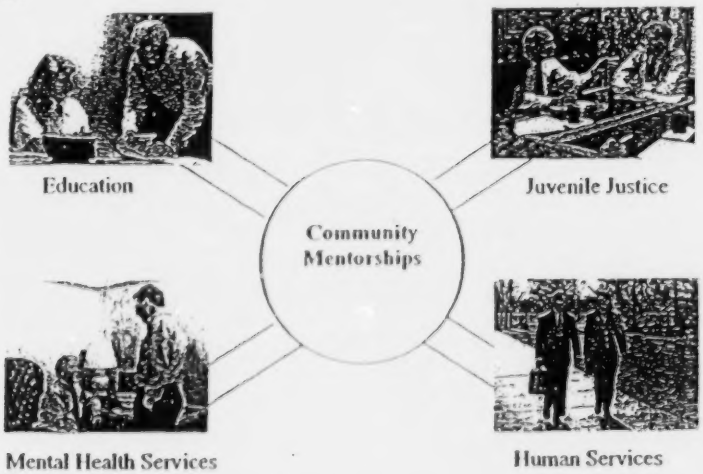


Figure 1. Mentorship areas for teachers in the IPCM Project

The mentor/mentee partnerships were made after IPCM participants had taken a

university course entitled Community Supports for SED. In this course, students received lectures and completed readings describing the various community services offered for students with emotional or behavioral problems. Community agency staff provided guest lectures and answered questions about what types of services they provide to children and families. Additionally, the class included discussions about how 'systems of care' are developed and how teachers can participate in developing new community supports for students through grant writing and collaboration. Knowledge gained through this course was necessary in order for project participants to fully benefit from the mentorship experience.

Conducting a Mentorship Experience

Offering mentor experiences in the teacher preparation program was not difficult, but did require some careful thought and organization. Project staff considered issues related to mentor recruitment, training, monitoring, and evaluating.

First, project faculty recruited and trained community mentors. When looking for mentors, consideration was given to the types of professional community staff and agencies that the project participants would likely encounter on their jobs. Agencies from these areas were contacted to recruit mentors. Table 1 shows the agencies and staff positions of mentors used during the IPCM project. Mentors were accessed from many different agencies and from many different positions.

Table 1. Mentor staff and agencies used in the IPCM Project

Mentorship Area	Mentor Staff Position	Agency
Law Enforcement (5)	Juvenile Justice Caseworkers Youth Probation Officers Sheriff BIA Law Enforcement	Div. of Juvenile Services Local Police Dept. Sheriff Dept. Reservation Police Force

Mentor Staff and Agencies continued

Mental Health Services (8)	Psychologists Psychiatrist Counselors Therapists	Local Hospital Private Practice Local Hospitals Local Hospitals
Human Services Programs (12)	Program Coordinator Program Director Behavior Intervention Spec. Service Coordinator Social Workers BIA Caseworker	SED Partnerships Program Domestic Violence Crisis Ctr. Public School Public School Community Non-profits Reservation Social Services
Education (8)	Public School Teachers Residential School Teachers Reservation School Teacher	School Districts Private Residential School Reservation School District

Since most community professionals had never been mentors for university students, initial training sessions were conducted to educate them about the process. The mentors spent some time getting acquainted (or re-acquainted) with each other. IPCM Project staff described the mentorship process. Mentor roles, student expectations, and project staff supports were described. In addition, timelines and tracking instruments were presented. Mentors then had an opportunity to ask questions for clarification. Mentors were also informed of confidentiality requirements, and were assured that the university students understood confidentiality and privacy rights. These training sessions took approximately one hour.

The next step in implementing the mentorship component was to pair the project participants with community mentors. This was done through a one hour field seminar for three semesters. The project coordinator used a tracking form to determine which mentorships were available and which were needed by the student. Once the appropriate matches were made, the coordinator informed the student and mentor of the assignments via email.

Once the mentor experiences started, the students were required to maintain communication with the mentor and with the project staff. The IPCM project coordinator utilized both electronic (email and Internet) and more tradition (face-to-face meetings, written logs) communication formats to monitor the mentorship experiences. Every two weeks the project participants submitted brief email reports to the project coordinator. The reports outlined the tasks and activities completed. Participants also frequently asked questions regarding the experiences through these email communications.

At the end of the 15 hour experience, the IPCM participants submitted a final report via email. They also provided the project coordinator with their completed contact logs. These materials served as data sources for evaluating the mentorship experience from the student point of view.

The project coordinator also contacted the mentors and conducted brief interviews about each mentor experience. The mentors gave overall descriptions about their work with the trainees. Suggestions for future implementation and revisions were obtained at this time, as well as mentor commitments for future experiences. Each mentor was paid a stipend of $150.00 per student for the semester.

Mentor Results

During the IPCM Project, there were 90 different experiences completed by the participants. These include mentor partnerships in the areas of juvenile justice, human services, and mental health. Mentorships with educational mentors were conducted during the participants' final practicum. An additional 22 mentorships with educators were completed. Table 2 shows mentor experiences arranged and completed. Table 3 shows the number of hours students spent in these experiences.

Table 2. Number of Mentorship Experience

Mentorship experiences:	Education	22
	Juvenile justice	32
	Human services	29
	Mental health	29
	Total	**112**

Table 3. Number of Mentorship Hours Per Semester Per Area*

Semester	Juvenile Justice	Human Services	Mental Health
Spring 1998	19	116	67
Summer 1998	23	64	47
Fall 1998	97	88	85
Spring 1999	33	46	52
Summer 1999	56	10	11
Fall 1999	83	79	31
Spring 2000	41	41	62
Summer 2000	60	30	40

*Student teaching practices are shown on *Table 4, page 16, Section I.*

Anecdotal notes and data on the mentor experiences suggest that it was a valuable learning experience for project participants. Over the three years of the IPCM Project, participants indicated that it was one of the most useful components of the IPCM Project. In general, the data suggest that at least three outcomes were accomplished through mentorships. Table 4 shows these outcomes.

Table 4. Outcomes attained through community mentor experiences.

• Increased knowledge of available community programs for SED students and their families.
• Exposure to new materials and methods for working with children and families.
• Increased network of community agency personnel.

Increased knowledge. The project participants stated that they learned a great deal about the community agencies that SED students and their families access. "I learned through my time with my mentors many things about social services. The thing I learned most is how many programs that are available for people. Any problem has a solution, so to speak, or a service for it." "I was kind of nervous because I did not know what to expect. At first I did not know exactly what he was talking about with all of the agencies, but as the conversation went on I learned that I knew more than I thought I did. I was not always familiar with the acronyms he used, but he would readily explain what they all meant. The meeting was very informative." "At the beginning of this project, I did not know what to expect. I thought of Juvenile Justice as a place where the really bad kids go and they deserve what they get when they get there. Throughout the semester, I have come to appreciate the role Juvenile Justice plays in the lives of some of the kids I will be working with." "This was a very educational and enjoyable experience. I feel I learned much about the job of a therapist. I feel very fortunate to have been able to sit in on group sessions, and individual intake of a client, and to be able to visit with other professionals at Trinity Mental Health." "Juvenile Probation Officers now seem more human to me. I saw them before as one more person who makes the kids feel bad, but now I know that most of them really do care about the kids and want to make a difference. My eyes have been opened to the extent of crimes that children are committing and the alarmingly young age that they are committing them."

Exposure to new materials and methods. Project participants were introduced to a variety of new methodologies and materials for working with SED students and their families. Through the mentor experience, they gained access to agency library and media centers, as well as watch community professionals working with youth.

"Scott had a giant binder on gangs. It was fascinating. It's a whole other world with it's own rules and regulations." "The techniques he used included go-arounds and linking. This was interesting to see as I had not yet encountered it in my classes." "I was very interested in attending groups this summer. They are from a very different perspective than what I am used to." "She gives you some types of reinforcement, fading or shaping procedures to try." "She gave me the example of a student she knows with Aspergers that really has no control due to the emotional disorder. We have talked all about this in our classes too, but for some reason the difference really sunk in this time!!" "Deb also gave me information to start my own files on some disorders." "Dr. Podrygula, my mentor for Mental Health, supplied me with a realm of information." "I think the most valuable thing that I learned from Bill is that he validates what I do in my classroom." "We talked in depth about school violence and prevention. We talked about precursors and warning signs. I was able to get information that had been previously passed on the principals in Minot." "He also showed me a whole range of self-help books and workbooks he gives to patients to help with phobias, obsessive compulsive disorder, panic disorders and others. I was glad to see these because a friend of mine had a workbook for panic disorder and I was pretty skeptical. However, to see a professional recommending them changed my mind and I began to see the usefulness in them." "He was a wealth of information and even though he was a very busy man, he was open to finding the time to meet with me when I was

available. I found his to be very accommodating and easy to work with, even using layman's terms so I could understand key issues."

Increased network. "I had a really good experience with Deb. She was very beneficial and said that I could come to her anytime that I needed information. So, now I have a life long source!!" "Sydney made a suggesion to us to make our IEP's as thorough as possible." "I thought this was a great experience for me. It changed my attitude about psychologists quite a bit (I had a stereotype since I'd never actually met a psychologist before). I hope I have a chance to work with psychologists as caring, motivated, and knowledgeable as Dr. P." "He stated that his involvement in the education of his cases was limited by the invitation of the teacher. He stated that only some schools in town invite him to participate in IEP meetings, and others invite him but discourage him from participation. I was surprised at the candidness of Scott as he discussed controversial issues such as discipline in the schools and the amount of authority teachers use or don't use. I believe this was an educational experience for both myself and Scott. He requested information regarding Section 504 of the Vocational Rehabilitation Act. His reaction to the adaptations made for kids served by 504 was interesting as he feels it allows anyone to receive some services if they want or need it." "Mrs. Clauson is a wonderful resource for the future." "I had a consultation from a school psychologist and Barb dealing with this case and with my school counselor too. It was a great practical experience for me in dealing with all the parties involved." "Overall, I feel this was a great experience. I know that I have a resource if I need one in the Juvenile Justice System."

Summary of the Mentorship Experience

Educators who work with students with serious emotional disturbance and their families require knowledge about other staff and agencies who provide supports to these families.

Educators who enter the field knowing these professionals and understanding these other services are more likely to successfully contribute to a larger 'system of care' model. Personnel preparation programs should include relevant community professionals as mentors for the project participants. Using a systematic plan, mentors can help trainees learn about community services, expose them to new materials and practices, and establish their own network of professional contacts. According to anecdotal data collected throughout the IPCM Project, project participants felt they met these outcomes and benefitted greatly from their mentor experiences.

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Attachment A

Supportive Materials for Peer Coaching

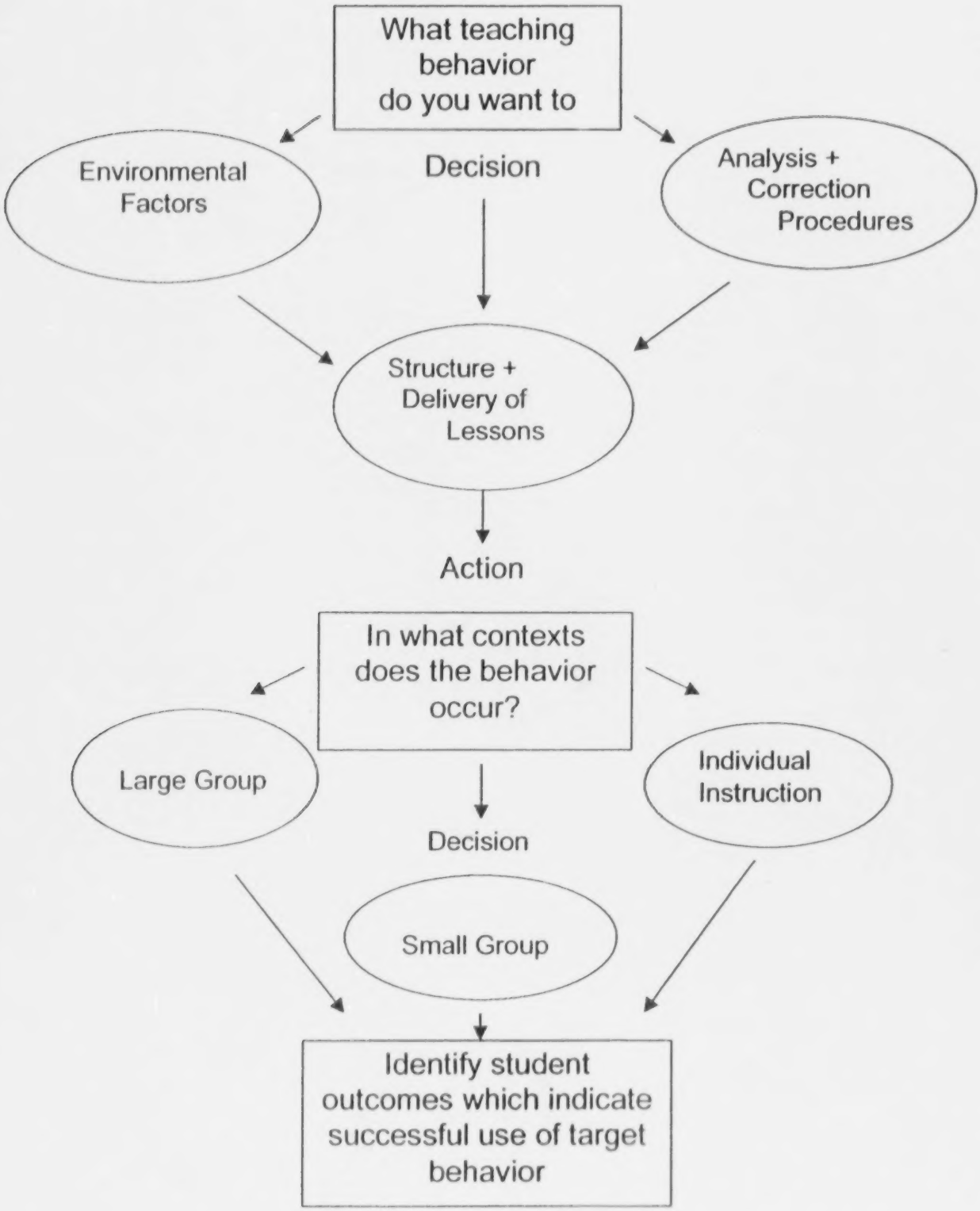
Steps in the IPCM Project peer coaching process

1. Chose partner
2. Clarify roles
3. Select peer coaching target
4. Define outcomes
5. Select data collection system
6. Develop data collection forms
7. Schedule observation
8. Conduct observation
9. Hold post-observation meeting
10. Use data to improve teaching

Matrix for effective classroom management

Environment	Structure/Delivery of Lessons		Analysis and correction
	Normal structure	Correction	
classroom procedures	clear direction	responsive lesson adjustment	evaluate student progress
rules	cuing/attention prompts	intervene in "off task" behavior	adjust lesson plans
classroom arrangement	corrective feedback	correction procedures	plan to use behavior modification techniques

Decision Tree



Steps to a Successful Pre-Service Peer Coaching Program

- Obtain school and university administrative support.
- Recruit cooperating teachers in the schools.
- Train these teachers.
- Provide in-service to teacher education faculty.
- Train teacher education students.
- Implement peer coaching in practica sites.
- Evaluate and revise program.

Steps to a School-Wide Peer Coaching Model

- Establish administrative support
- Appoint a peer coaching coordinator
- Train school staff
- Infuse into yearly schedule
- Conduct annual evaluation
- Revise as needed

Severe Disabilities

Potential peer coaching topics

Alternative Communication

Non-aversive Behavioral Supports

Assistive Technology

Transition/Futures Planning

Community-based Instruction

Attachment B

Community Mentors

Master List of Mentors

Name	Position	Work Address	Work Phone	Email
Jan Birkland		Sacred Child Project		
Mike Burkhardt		627 17th Ave SE Minot, ND 58701		
Marcie Call	AJS Case Worker	418 E Broadway Ave Suite 224 Bismarck, ND 58501	328-3940	
Jack Colby	Sheriff	PO Box 2047 Williston, ND 58801		
Susan Crawford	Social Work Supervisor	McLean Cty Social Services	745-3384	
Diana Gardner-Roy	Founder Program Dir	Family Recovery Home PO Box 1202 Williston, ND 58801	774-9625	
Linda Gertz		Village Family Services 308 2nd Avenue SW Minot, ND 58701	852-3328	
Barb Henderson	School Social Worker Secondary	Souris Valley Special Services 215 SE 2nd St Minot, ND 58701	857-4419	bahender@sendit.nodak.edu
Scott Hopwood	Probation Officer	Ward Cty Juvenile Ct Minot, ND 58701	857-7609	
Sydney Hove	Case Manager	401 S Main Suite 102 Minot, ND 58701	857-7688	shove@pioneer.state.nd.us
Paula Johs	Therapist	Trinity Mental Health Trinity Plaza Bldg 2nd Fl 123 1st St SW Minot, ND 58701	857-5974	Pjohs@minot,com

Debra Keller	Minot Public Schools Social Worker	Minot Public Schools Administration Bldg. 215 2nd St SE Minot, ND 58701 and Souris Valley Spec Serv 215 SE 2nd St Minot, ND 58701	857-4419	
Celeste Knutsen	Regional Project Dir	North Central Human Service Center 400 22nd Avenue NW Minot, ND 58703	857-8500 857-8641	
Marla Kulig	Executive Dir	1421 2nd Ave SW Minot, ND 58701	839-4240	
Julie Ann Lewis, Psy.D.	Psychologist	Trinity Mental Health Trinity Plaza Bldg 2nd Fl 123 1st St SW Minot, ND 58701	857-5974	JAL@minot.com
Vicki Michels, Ph.D.	Psychologist	Trinity Mental Health Trinity Plaza Bldg 2nd Fl 123 1st St SW Minot, ND 58701	857-5974	michels@minot.com
Bill McCann	Behavioral Intervention Specialist	Souris Valley Spec Serv 215 SE 2nd St Minot, ND 58701	857-4419	bmccann@sendit.nodak.edu
Cory Pedersen	Case Manager	401 S Main Suite 102 Minot, ND 58701	857-7688	cpederse@pioneer.state.nd.us
Stephan Podrygula, Ph.D.	Psychologist	13 1st Ave SW Minot, ND 58701	852-9113	
Karla Ross	Child Advocate	Domestic Violence Ctr Box 881 Minot, ND 58703	852-2258	dvcc@minot.com
Tracey Eriksmoen	Case Manager	NCHSC Partnership Program 400 22nd Ave. NW Minot, ND 58703	857-8500	

Master List - People who started

Mentor - Student Matches

M	J	S	Mentor	Student	
X	X	X		Berning	Spring 98
X	X	X		Braaten	Fall 98
X	X	X		Cunningham	Fall 98
X	X	X		D'Andrea	Spring 98
X	X	X		Eman	Fall 98
X	X	X		Frazier	Spring 98
	X	X		Gerding	Spring 98
X	X	X		Goldade	Spring 98
X	X	X		Helstad	Fall 98
X	X	X		Hiltner	Fall 98
X	X	X		Hoste	Spring 98
X	X	X		Kittleson	Fall 98
X	X	X		Malsom	Fall 98
X	X			McDowell	Spring 98
X	X	X		Meiers	Summer 98
X	X	X		Nelson, C.	Spring 98
X	X	X		Oyloe	Fall 98
X	X	X		Paszek	Fall 98
X	X	X		Schick	Spring 98
X	X	X		Steinkuehler	Spring 98
X	X	X		Striety	Spring 98
X	X	X		Tomlinson	Spring 98

Master List - 2nd Cohort/Starting Fall '99

Mentor - Student Matches

X	X	X		Angie Archdale	Fall 99
X	X	X		Darlene Bergan	Fall 99
X	X	X		Nancy Fridley	Fall 99
X	X	X		Toni Halvorson	Fall 99
X	X	X		Janet Jabs	Fall 99
X	X	X		Aundrea Ruden	Fall 99
X	X	X		Val Damron	Fall 99
X	X	X		Carmen Behlis	Fall 99
	X			John Porter	Spring 00
	X			Susan Pankowski	Summer 99

IPCM Project

North Dakota Center for Persons with Disabilities, A University Affiliated Program

Interactive Peer Coaching/Mentoring Project for Preparing Teachers of Student with Severe Behavior Disorders

June 12, 2000

Dear Tracey Eriksmoen:

Enclosed is the contract for the Mentor Project for the summer semester. Please fill in your social security number and sign the bottom of the first **and** second pages. Please fill in, or double check, your home address on the top of the second page. This will allow a check to be issued to you in the amount of $150 per student. Return the form in the self-addressed, stamped envelope.

I have matched you up with Toni Halverson. She will be contacting you to set up your first meeting. I have asked each student to meet with his/her mentor a total of 10 hours between now and July 26, 2000.

I have also enclosed materials I like to provide to new mentors so that you can better understand our program and the expectations I have of the students. The following is a list of materials enclosed and a brief description of each:

Interactive Peer Coaching/Mentoring Project brochure - This brochure gives an overview of the IPCM grant project.

IPCM Project Mentor Site Information sheet - this is a sheet to help you organize information to share with your student. Please give this form to your student and **she will fill it out** and return it to me. Not every item on the form will apply to every mentor situation. You are not limited to these topics, but it will give you a starting place for your meetings.

SPED 597c: Field Seminar syllabus - This is the student syllabus for the mentorship credit. This is for your reference so that you know what I expect of the students.

SPED 597d: Community Supports syllabus - This is the syllabus for the prerequisite course students take before they begin their mentorships. Your student has already completed this class. This is for your reference so that you know the student's background knowledge.

IPCM Project web site - We have developed a web site for the program. Please visit the site any time. It may give you additional information about the project. This is just for fun and for your information.

Please feel free to contact me at any time if you have any questions or comments.

Lori Garnes
IPCM Project Coordinator

(701) 858-3139
garnesl@farside.cc.misu.nodak.edu

IPCM meeting with the Mentors
9-2-98

I. Introductions

II. Review student syllabus

III. Site Information Sheets

IV. Mentor/Student assignments

V. Web sight and internet resources

VI. Evaluative information from Mentors

(Detach and Send)

Please send me a Graduate School Application and a Request for IPCM stipends form.

Name: _____

Address: _____

_____

Phone: _____

E-mail Address: _____

Current Position:

☐ Student ☐ Administrator

☐ Regular Education Teacher

☐ Special Education Teacher

☐ Other: _____

Degree(s) Held:

☐ Bachelor ☐ Master

☐ Other: _____

List all teaching certificates, credentials, and endorsements that you have: _____

_____

_____

_____

_____

_____

Send To: Dr. Brent A. Askvig
IPCM Project
NDCPD @ MSU
500 University Avenue W.
Minot, ND 58707

IPCM Project Curriculum*

SPED 110 - Introduction to Ex. Children	(3 SH)
SPED 410 - Introduction to Learning Disabilities	(3 SH)
SPED 505 - Supervision & Consultation in SPED	(2 SH)
SPED 533 - Clinical Practice	(1 SH)
SPED 550 - Assessment in Special Education	(2 SH)
SPED 561 - Behavior Problems of Ex. Children	(3 SH)
SPED 572 - Methods of Teaching LD	(3 SH)
SPED 597a - Introduction to ED/BD	(3 SH)
SPED 597b - Elem. & Sec. Ed. Methods	(3 SH)
SPED 597c - Field Seminar in SBD (x3)	(1 SH)
SPED 597d - Community Supports for BD	(2 SH)
SPED 597e - Guidance & Counseling for SED	(3 SH)
PSY 511 - Human Growth & Development	(3 SH)
SPED 515a - Practicum in SED	(8 SH)

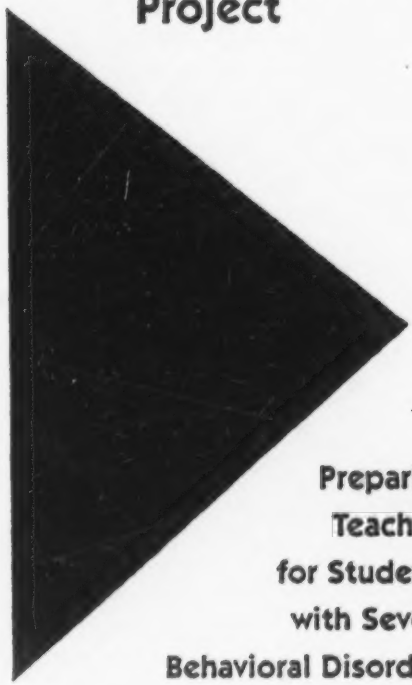
*Subject to state and university approval. Be sure to consult with IPCM faculty regarding program of study. Applicants must meet Graduate School and program admission requirements.

Additional Requirements for M.S. Degree

PSY 503 - Statistics	(3 SH)
SPED 501 - Introduction to Graduate Studies	(3 SH)
SPED 531 - Theoretical Aspects of Ex. Children	(3 SH)
SPED 515 - Practicum in LD	(8 SH)

The IPCM Project is supported by a grant from the U.S. Department of Education (#H029A70144). No endorsement of opinion is expressed or implied by the U.S. Department of Education.

Interactive Peer Coaching/Mentoring Project



Preparing Teachers for Students with Severe Behavioral Disorders

Minot State University
and
North Dakota Center for Persons with Disabilities,
A University Affiliated Program

http://www.ndcd.org/ndcpd/projects/ipcm/

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IPCM Project Mentor Site Information

Name _____ Site _____

Job Title _____ Address _____

Phone _____ _____

Email _____

I want the IPCM students to know about the following areas of my job. (Check those selected) Briefly list or describe what you intend to cover.

□1. The children and families I serve

_____

_____

_____

□2. The agency mission, processes and procedures.

_____

_____

_____

□3. My daily schedule/routine.

_____

_____

_____

□4. Legal, regulatory, and other paper requirements of the job.

_____

_____

_____

□5. Other agencies I deal with.

_____

_____

_____

□6. Plans and/or reports that I develop.

_____

_____

_____

□7. Treatments that I conduct or monitor.

_____

_____

_____

□8. Meetings and conferences I attend.

_____

_____

_____

□9. Materials about my agency (ie: videos, brochures, books, etc.)

_____

_____

_____

□10. Ethical Considerations.

_____

_____

_____

□11. Other

_____

_____

_____

SPED 597c: Field Seminar in Behavioral Disorders
One Semester Credit Hour
Time and Location: TBA

Instructor: Lori Garnes
Office: Memorial 314; 858-3139
E-Mail: garnesl@farside.cc.misu.nodak.edu

Course Description: Individualized field practicum in settings serving youth with emotional/behavioral disorders.

Corequisite/Prerequisite: SPED 597d - Community Supports for Individuals with Behavior Disorders

Course Goals: The student will become familiar with a service delivery system concerned with intervention to individuals with behavioral disorders/emotional disturbances. This familiarity will be obtained through involvement with a Mentor in juvenile justice, mental health, or social/human services. The student will be involved with a mentor from each area over three semesters.

Student Outcomes: The student will, after one semester, become familiar with the referral process, intervention methods, and follow-up procedures within a particular setting.

Schedule: One hour of contact per week (schedule is modified for Summer semester) with the assigned mentor is required. A minimum of fifteen hours is required for the semester (10 hours for Summer Semester). Time and place is to be arranged by the student with the mentor.

Course Requirements and Assessment of Student Performance:

- The student is to maintain a Mentor Contact Log where he/she records the date, time, length of contact, and purpose/outcome. This log is due to the instructor-of-record on the last class day of the semester.

- In addition, the student is to submit to the instructor, a written report every two weeks (each week during Summer semester). This report is to be submitted via e-mail.

- A final Field Practicum Report is also to be submitted via e-mail. The student is to demonstrate familiarity with the concerned system and the report must cover the referral, intervention, and follow-up process.

Grading Criteria:

Mentor Contact Log:	Maximum points = 100
Written Reports:	Maximum points = 100
Final Field Practicum Report:	Maximum points = 100

- Mentor contact logs which do not demonstrate at least a 50 percent in-person contact level, will receive a 50 percent reduction in points.
- Late reports will receive a 10 point reduction each.
- Reports not submitted through e-mail, will not be accepted.

Points	Percent	Letter Grade
270 - 300	90 - 100	A
240 - 269	80 - 89	B
210 - 239	70 - 79	C
0 - 209	0 - 69	F

MENTOR CONTACT LOG				
Student Name:		Mentor Name:		Semester:
Date	Location/Setting/Means	Time of Contact	Length of Contact	Reason for Contact

SYLLABUS: SPED 597d
Community Supports for Individuals with Behavior Disorders
Two semester credit hours
Thursday, 5:00 - 6:50 P.M.
Fall 1999

Instructor: Ms. Lori Garnes
858-3139
Memorial 314
E-mail: garnesl@farside.cc.misu.nodak.edu

Office Hours: Meetings can be individually scheduled as needed.

Required Text:
Friesen, B. J. & Poertner, J. (1995). From case management to service coordination for children with emotional, behavioral, or mental disorders. Brookes Publishing: Baltimore.

Course Description: Analysis of the major service systems (education, human/social services, mental health, juvenile justice) for individuals with emotional/behavioral disorders.

Corequesite: SPED 597c - Field seminar in Behavioral Disorders.

Course Goals: Students will become familiar with the community-based systems frequently accessed by individuals with behavioral disorders and emotional disturbances. These community-based systems, aside from education, include juvenile justice, mental health, and human/social services. The ability to understand the inter-relatedness of these systems and how they impact each other is central to this course.

Student Outcomes
Upon completing this course, students will:

1. demonstrate knowledge of various service delivery models used in meeting the needs of children with SED.

2. describe the Systems of Care model.

3. articulate the basic values and operational principles of the Systems of Care model.

4. evaluate how the System of Care model can potentially influence the service delivery system for children with SED.

5. determine the impact/role of the educational system in mediating the effect of behavioral/emotional disturbance.

6. determine the impact/role of the mental health system in mediating the effect of behavioral/emotional disturbance.

7. determine the impact/role of the juvenile justice system in mediating the effect of behavioral/emotional disturbance.

8. determine the impact/role of the human/social service system in mediating the effect of behavioral/emotional disturbance.

9. consider, compare and contrast studies from the literature which describe effectiveness of various service delivery models.

10. describe procedures for referring children for appropriate services.

11. describe procedures for seeking and obtaining appropriate services for children.

12. describe procedures for obtaining and providing appropriate follow-up services.

13. discuss the implications and overlap of mental health, juvenile justice and social service systems on the educational system.

14. Compare the various types of case management used within the "System of Care"

15. Develop a "System of Care" which addresses specific issues in North Dakota or the Local Education Agency.

16. Clarify and define the problems with addressing student behavior problems in school settings.

Teaching Strategies: A variety of teaching methods will be used by the instructor throughout this course. Methods will include lecture and class discussion. There will be various individual and group projects throughout the course which target application of material presented in class. Tests will ensure student comprehension of information.

Course Requirements and Assessment of the Student's Performance: Evaluation of student performance will be based on a total point basis of tests, assignments and projects as listed below:

A take home, essay **Final** will be given on the last day of class. The exam will be worth 100 points.

Each student will write one short **Written Report**, on one of the four service areas related to emotional/behavioral disorders covered in this class (education, mental health, juvenile justice, human/social services). Each paper should be 3 to 5 pages in length plus references. The focus of these reports is the impact/role each particular service system has in mediating the effect of the behavioral/emotional disturbance. Discussion of a particular model, intervention, or methodology would be appropriate. These reports will be posted on the class web site and are worth 25 points.

Each student will provide a **reaction to other student reports** which have been posted on the class web site. Each student is encouraged to have an online discussion with other students regarding the benefits or obstacles of the system discussed. This discussion is to focus on the content of the report and not the quality of student work. A total of 75 points is possible for this ongoing assignment.

Students will prepare a total of 10 **chapter reaction papers** throughout the semester. Each reaction paper is to describe 3 main points of the reading assignment and discuss the student's reaction to the information presented. Each paper is worth 10 points and will be used as discussion starters in class.

Students will complete one group project in which the group will develop a mock **grant proposal** for a System of Care in the local community. The grant proposal will be worth 100 points and will be graded equally in 5 areas:

1. Problem/needs description
2. Project goals
3. Project description
4. System of evaluation for the project
5. Completed grant proposal forms.

Drafts of each section will be due throughout the semester.

Items	Points	Grading Scale	
Written report (25 pts each)	25	A = 400-360	90%
Reaction to other's reports	75	B = 359-320	80%
Chapter reactions (10 @ 10 pts each)	100	C = 319-280	70%
Final	100		
Grant Proposal	100		
Problem/needs description (20 pts)			
Project goals (20 pts)			
Project description (20 pts)			
System of evaluation for the project (20 pts)			
Completed grant proposal forms (20 pts)			
Total	**400 pts**		

NOTES: The following notes are intended to clarify the requirements of the course. If there are any questions, it is the student's responsibility to ask the instructor.

1. Academic honesty is expected.
2. Attendance is required.
3. Tests and quizzes not taken or turned in on the assigned day will be given a zero unless prior arrangements have been made with the instructor.
5. All assignments and projects are due in the instructor's office no later than assigned, unless otherwise stipulated. A late assignment will be docked one letter grade for each day that it is late.
6. There will be no make-ups given for in-class assignments.
7. Accommodations will be made for students upon request. Please make an appointment to see the instructor as soon as possible to discuss needs.

Final Exam: Take home exam handed out Thursday, December 9, 5:00 - 6:50 P.M. (last day of class)

IPCM PROJECT

INTERACTIVE PEER COACHING / MENTORING

Students with severe behavioral & emotional disorders comprise one of the most difficult groups of children to serve. They are relatively low incidence group and require complex and intensive treatments. There are often few teachers to effectively serve these students. This is especially a problem in rural and remote areas such as those in North Dakota. There are only 81 certified teachers to serve over 1,200 students with SBD in the state.

- Project Overview
- Key Program Features
- Course/Project Requirements
- Peer Coaching
- Mentoring
- Chat Room
- Links

This project funded by The Department of Education

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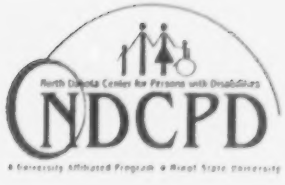
This page optimized for netscape 2x or above
Graphics & html coding by Shannon Erickson

IPCM Project Final Report

Volume 2

Appendices

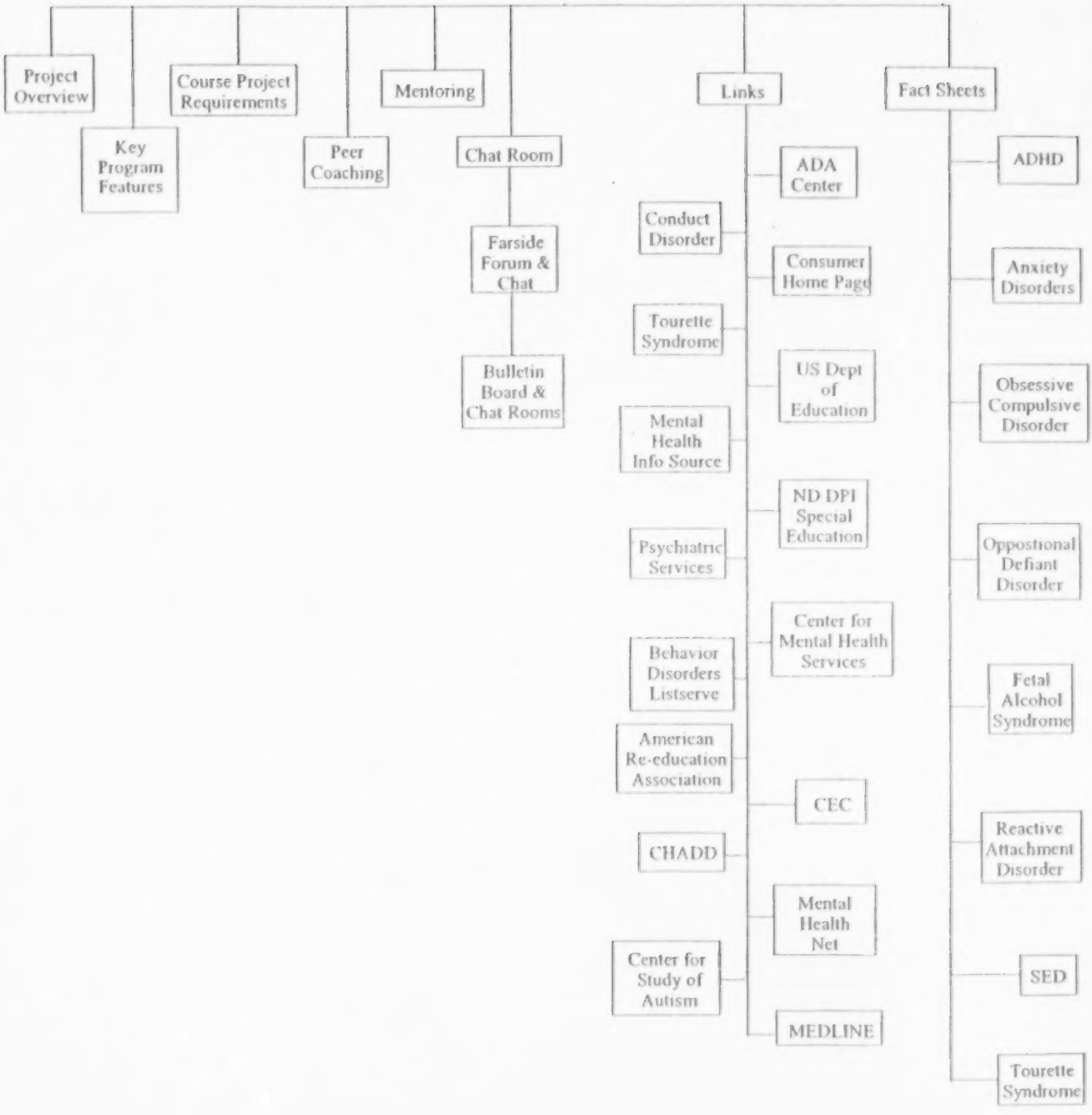
October, 2000



Appendix A

IPCM Web Site Map

IPCM Website Map



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Appendix B

Computer Communication Protocol

Initial Computer Communication Training

Email accounts were set up for students on the Warp 6 server at MSU.

1. Accessing pine on campus
2. Using - email accounts
   sending messages
   receiving messages
3. The IPCM Web site
4. Using the bulletin board - password protected
   reading messages
   posting messages
5. Review of "Links"
6. Using Farside Forum and Chat
   The Forum (bulletin board) area
   The Chat area
7. Application of all processes in the lab.
8. Trouble shooting

Using Farside Forum and Chat

1. Users can access Farside Forum & Chat in a variety of ways. Here is one way:

   MSU Home Page > MSU Online > MSU Online Resources > Union Station > Chatrooms

2. Here you login and give your password. Be sure to click on LOGIN when you are ready.

3. Select IPCM (forums are listed alphabetically; use the scroll). Click on GO>

4. I've posted a thread to the IPCM forum. The thread topic is ***Practice Forum & Chat.*** If you notice, I have also responded to my post. It shows RE: Practice Forum & Chat. Watch the indenting to follow the threaded posts.

   To read my message, click on the gold button to the left of ***Practice Forum & Chat.***

5. My message appears that asks you to practice posting a message. You click on **post** (below) and follow the directions on the screen. Notice one of your choices on the graphic below the message box is HELP. This is always a good place to look when an environment is confusing or new to you.

   - Notice the subject line indicates the thread you will be posting to. When you reply to the post, be sure the reply box is checked.
   - Type in your reply. You can type a long reply because the text area has a scroll. Notice the larger scroll on the right of the window. Scroll here to keep reading this page. Notice the choices on how you want to be identified. Try the down arrow to see more. Notice you have a change to check your spelling before you post. If you chose to proofread and have your spelling checked, you will get a screen visual that lets you do these things before you post. When you are ready, you must click on the POST button.
   - Click on the F for forum and you will get back to the threads.

6. Let's try Chat. Click on chat at the bottom of the screen. Select ICPB (notice these lists are alphabetical). Click on the arrow. Your chat appears on the right. Click on enter.

7. You type your message in the text area. If you wish to simply respond non-verbally, your choices are on the left. Click on the C when you are ready to send your message.

HELP

How does this Forum work?

First of all, *Farside Forum* isn't like any other forums you may have used before.

In order to read a message, you must click on the bullet in front of the post.
- This opens the message you wish to read. Think of this as a doorknob.

Once you've clicked on the message bullet of your choice, the interface at the bottom of your screen will change to echo the features accessible to you.
- For instance, if you're the person who posted this message you have the ability to remove it by clicking the delete button. All the features are listed and described below.

To reply to a message, you must be reading the message you'd like to respond too.
- You're given two options: reply or new post. If you'd like to respond to the statement leave the reply selected. You have to ability to create a new post from this point, too. A new post is listed as a beginning message.

THE INTERFACE

refreshes the forum. If you're lost, click on this. This will become your friend.

hide	**gives you the ability to hide the messages you've read.**
show	**shows the hidden messages you've read.**
chat	**links you to "Farside Chat" without having to log in.**
post	**gives you to ability to post a new message or reply to an existing post.**
up	**moves you to the post above the reply you're viewing.**
delete	**allows you to delete a post that you've made. This also removes any and all replies directly or indirectly to it.**
exit	**returns you to the main page of forums from to select.**
help	**gives you help.**

post

FEATURES

The "post" function has many new features that you won't find in the everyday ordinary forum.

- **AUTHOR NAME:**
  - **Using your Full Name**
  - **Using only your LOGIN**
  - **Using your E-mail address**
  - **Anonymously**

- **OPTIONS:**
  - **proof read**
  - **notify**
  - **spelling**

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Appendix C

IPCM and State Endorsement Matrix

NAME: DATE:

SED		IPCM Project	Y/N	Title of Course	When completed
4.0	ND Educator's Professional Certificate	ND Educator's Professional Certificate			
4.1	Should have experience in elementary or secondary education	Should have experience in elementary or secondary education. Secondary must have elementary math and elementary reading methods courses.			
4.2	Education of Exceptional Children (U/G)	SPED 110 (3) Introduction to Exceptional Children			
4.3	Introduction to the area of the Emotionally Disturbed (G)	SPED 590 (3) Introduction to SED			
4.4	Methods of teaching emotionally disturbed children (G)	SPED 597b (3) Elementary & Secondary ED Methods			
4.5	Advance Developmental Psychology (G) or other courses that deal with growth and development of normal children and adolescents	PSY 511 (3) Human Growth & Development			
4.6	Behavior Management (G)	SPED 561 (3) Behavioral Aspects of Exceptional Children			
4.7	Assessment of basic skills and learning disabilities (G)	SPED 550 (2) Special Education Assessment & SPED 533 (1) Clinical Practice or SPED 571 (3)			

4.8	Block A: If 4.4 doesn't include practicum, one from the group below must include direct work with children. One must include information on basic low-level skills to provide background for working with seriously disturbed children. Advanced Seminar (G) Education of Emotionally Disturbed Children (G) Field Experience (G)	SPED 597c (1) Field Seminar in Severe Behavior Disorders			
4.9	Block B: One course required Methods and Materials in Learning Disabilities (G) Advanced Seminar in Learning Disabilities (G) Practicum in Learning Disabilities (G)	SPED 572 (3) Methods of Teaching the Learning Disabled			
4.10	Block L: Two courses required One must include an interdisciplinary orientation, information and practice in staff procedures and training in reporting to other school personnel and parents Family Relationships for Home-School Relationships (G) Interdisciplinary or Communication Resources (G) Consultation in the Schools (G)	SPED 505 (2) Consultation & Supervision in Special Education and SPED 597d (2) Community Supports for Behavior Disorders			
4.11	Block D: One course required Guidance and Counseling (G) Educational Alternatives (G)	SPED 597e (3) Guidance and Counseling in SED			
4.12	Block E: List other related courses include other areas of exceptionally, clinical psychology, social work, administration, remedial reading, language development and disorders				
4.13	Practicum, teaching Emotionally Disturbed Children	Sped 515 (8) Practicum			

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Appendix D

Practica Evaluation Forms

Checklist for lecture-explanation teaching

Name _____ **Date** _____

BEHAVIORS TO BE RATED	Good				Needs Improvement
Organization					
1. Lecture has clear organization and sequence	5	4	3	2	1
2. Uses blackboard, handout, etc., to show organization of lecture	5	4	3	2	1
3. Tells students what (s)he expects students to remember	5	4	3	2	1
4. Repeats key points and summarizes them at end	5	4	3	2	1
5. Avoids digressions	5	4	3	2	1
Delivery					
1. Speaks slowly and clearly	5	4	3	2	1
2. Conveys enthusiasm	5	4	3	2	1
3. Avoids reading from lecture notes	5	4	3	2	1
4. Avoids filler phrases such as "you know"	5	4	3	2	1
5. Avoids nervous gestures	5	4	3	2	1
6. Maintains eye contact with students	5	4	3	2	1
7. Uses humor	5	4	3	2	1

Comments:

PRACTICUM RATING FORM

Student: _____ Practicum Teacher: _____ Date: _____

Instructions: Rate each item below either a "0" - no competence, "1" satisfactory performance, or "2" - superior performance. Use the total of all items to assign a grade using the rating scale.

19 - 9 = A 8 - 7 = B 6 - 5 = C 4 - 3 = D 2 - 1 = F

___ 1. Is prompt in meeting time commitments as stated in Practicum Contract and as assigned by Practicum Teacher.

___ 2. Establishes and maintains open communication with students, teacher, teacher aides, and administrators.

___ 3. Utilizes appropriate animation and voice level.

___ 4. Expresses ideas clearly and concisely.

___ 5. Provides meaningful constructive feedback and social reinforcement to students.

___ 6. Maintains consistency in the application of behavior management strategies.

___ 7. Demonstrates a positive affect in the classroom environment.

___ 8. Provides an acceptable model of self-control (behavioral/emotional) for students (i.e. keeps own needs independent from students, displays professional demeanor).

___ 9. Demonstrates personal initiative, independence, and flexibility in the exercise of instructional responsibilities.

___ 10. Maintains personal grooming and dress appropriately for classroom activities.

___ 11. Overall evaluation (use the average of all scores of items 1-10).

Comments: _____

_____

_____

Recommendations: _____

_____

_____

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Behaviors That Increase Student Participation 1. Calls on nonvolunteers 2. Redirects question 3. Praises student responses 4. Invites student-initiated questions Behaviors That Elicit Thoughtful Responses 1. Asks higher cognitive questions 2. Pauses 3-5 seconds after asking a question 3. Asks follow-up questions to an initial response Negative Behaviors 1. Reacts negatively to student response 2. Repeats own question 3. Asks multiple questions 4. Answers own questions 5. Repeats student's answer Strong Points of Lesson Suggestions for Improvement	

Exhibit 9.3. Checklist for question-and-answer teaching

CIRCLE ONE OF THE FOUR CHOICES IN FRONT OF EACH STATEMENT, THE FOUR CHOICES MEAN:

F = Very Much False
f = More False Than True
t = More True Than False
T = Very Much True

This Teacher:

F	f	t	T	is always friendly toward students.
F	f	t	T	knows a lot about the subject.
F	f	t	T	is never dull or boring.
F	f	t	T	expects a lot from students.
F	f	t	T	asks for students' opinions before making decisions.
F	f	t	T	is usually cheerful and optimistic.
F	f	t	T	is not confused by unexpected questions.
F	f	t	T	makes learning more like fun than work.
F	f	t	T	doesn't let students get away with anything.
F	f	t	T	often gives students a choice in assignments.

Exhibit 9.1. Pupil Observation Survey. Source: Research and Development Center for Teacher Education, The University of Texas, 1967.

IPCM Project
Practicum Progress Report

This document lists competencies required of successful teachers. They are grouped under the major categories of Teaching Process, Curriculum, Learners, and the Professions. The Report includes some items that may not be observed or experienced in every practicum site. However, it does serve as a guide for professional expectations.

The Report can be used in several ways. Students will be expected to use it for self-evaluation. This may be done at the beginning and at the end of the practicum experience. The cooperating teacher can use the Report to guide the student through various instructional activities. The teacher may also complete the Report to evaluate student progress. Finally, the university supervisor may use the report for interim or final evaluations. It also serves as a base for discussion of student experiences. Overall, it can serve as a communication device for all parties in the practicum experience.

(Adapted from materials developed at the University of Lincon-Nebraska, 1994.)

IPCM Project
Practicum Progress Report

Name _____ Date _____

Building _____ District/City _____

Dates Taught ____ to ____ Grade Level _____ Endorsement Area/Level _____

Cooperating Teacher _____ University Supervisor _____

Rating Description

1 = Does not demonstrate the competency (unsatisfactory)
2 = Sometimes demonstrates the competency (supervision needed)
3 = Demonstrates skill level expected of a first-time student teacher **(the Standard)**
4 = Meets the Standard plus demonstrates methods/skills equal to or better than most student teachers
5 = Demonstrates exemplary methods/skills beyond the Standard; the need for supervision will be minimal
Blank = Competency not observed

1.00 TEACHING PROCESS

1.10 Planning: Plans activities to achieve learner objectives

____ 1.11 Writes unit/daily lesson plans that demonstrate an understanding of the program goals and objectives
____ 1.12 Writes unit/daily lesson plans that are related to IEP objectives
____ 1.13 Organizes content and uses material in a manner consistent with needs and abilities of students
____ 1.14 Develops data-based individualized educational plans (IEPs)
____ 1.15 Demonstrates an ability to select, plan, and organize activities at the correct level of difficulty based on assessment of students' needs
____ 1.16 Develops activities based on IEP objectives

1.20 Classroom Management: Organizes the environment to facilitate learning

____ 1.21 Communicates and maintains standards for behavior and achievement
____ 1.22 Minimizes management routines and transition time
____ 1.23 Uses grouping to encourage peer interaction
____ 1.24 Is quick to sense classroom management problems and is effective in handling them
____ 1.25 Demonstrates awareness of all activity in the learning environment
____ 1.26 Modifies planned strategies (deals effectively with unexpected situations)
____ 1.27 Designs intervention plans employing natural consequences or other theory-based behavior management models
____ 1.28 Demonstrates the ability to create and manage varied classroom organizational patterns that are consistent with and supportive of varied learning situations.
____ 1.29a Maintains order and a positive learning environment through effective teaching.
____ 1.29b Exercises reasonable responsibility for student management throughout the entire building.

Rating Description

1 = Does not demonstrate the competency (unsatisfactory)
2 = Sometimes demonstrates the competency (supervision needed)
3 = Demonstrates skill level expected of a first-time student teacher (**the Standard**)
4 = Meets the Standard plus demonstrates methods/skills equal to or better than most student teachers
5 = Demonstrates exemplary methods/skills beyond the Standard; the need for first-year supervision will be minimal
Blank = Competency not observed

1.30 Teaching Methods: Presents tasks at the pupil's instructional level

____ 1.31a Focuses students' attention on the lesson with various techniques
____ 1.31b Presents information accurately and clearly including purpose, setting, and modeling
____ 1.31c Creates a climate in which students display initiative and assume a personal responsibility for learning
____ 1.31d Personalizes and praises specific behaviors appropriately
____ 1.31e Checks for understanding
____ 1.31f Provides relevant and positive feedback
____ 1.31g Uses class time effectively
____ 1.31h Provides meaningful closure
____ 1.32 Uses a variety of teaching models and resources
____ 1.33 Exhibits ability to translate knowledge into meaningful activities
____ 1.34 Provides for high level thinking skills (Bloom's Taxonomy: application, analysis, synthesis, and evaluation)
____ 1.35 Demonstrates appropriate teaching attributes, including:
____ 1.36a Poise and confident
____ 1.36b Has suitable and standard language for the level taught
____ 1.36c Uses appropriate nonverbal behavior
____ 1.36d Shows initiative in dealing with students and professional staff
____ 1.36e Fosters self-reliance in students

1.40 Decision Making Skills: Makes appropriate decisions about the teaching act

____ 1.41 Makes appropriate decisions in the act of planning instruction [Selects: a) goals, objective, and assessment procedures at the correct level of difficulty, b) teaching models that are consistent with objectives and c) activities that are congruent with objectives.]
____ 1.42 Makes appropriate decisions in the act of teaching ("with-it-ness," monitoring and adjusting instruction.)
____ 1.43 Makes appropriate decisions about the selection of content taught and the proportion of time devoted to the instruction of major and minor issues
____ 1.44 Uses a variety of behavioral intervention techniques

1.50 Technology: Applies techology effectively

____ 1.51 Understands and uses a variety of audio-visual resources
____ 1.52 Demonstrates effective use of instructional technology

Comments for Teaching Process

Rating Description

1 = Does not demonstrate the competency (unsatisfactory)
2 = Sometimes demonstrates the competency (supervision needed)
3 = Demonstrates skill level expected of a first-time student teacher (**the Standard**)
4 = Meets the Standard plus demonstrates methods/skills equal to or better than most student teachers
5 = Demonstrates exemplary methods/skills beyond the Standard; the need for first-year supervision will be minimal
Blank = Competency not observed

2.00 THE CURRICULUM

2.10 Specialty Studies: Exhibits knowledge of content area(s)

____ 2.11 Exhibits breadth and depth of subject-area knowledge
____ 2.12 Displays interest and enthusiasm for subjects taught
____ 2.13 Understands and uses knowledge and skills unique to the subject area

2.20 The School Curriculum: Follows school curriculum and policies

____ 2.21 Demonstrates understanding of the curriculum and policies
____ 2.22 Understands and follows applicable policies and regulations

Comments for the Curriculum:

3.00 THE LEARNERS

3.10 Developmental Level: Considers students' developmental level in teaching

____ 3.11 Exhibits an understanding of the developmental levels and characteristics of individual students
____ 3.12 Exhibits an understanding of the needs, abilities and interest of individual students
____ 3.13 Provides for students' individual learning styles and needs.

3.20 Special Needs: Meets the special needs of all students

____ 3.21 Implements student program with other team members
____ 3.22 Influences positive changes in an IEP goal/objective
____ 3.23 Seeks consultation from appropriate team members as needed

3.30 Equity: Promotes a positive self-concept for students

____ 3.31 Avoids showing bias/favoritism to students
____ 3.32 Develops rapport with students (evidences a genuine interest in and a respect and concern for all students)
____ 3.33 Plans to meet the needs of all students despite economic class, handicapping conditions, national origin, race, religion, gender, or sexual orientation
____ 3.34 Gives criticism which is constructive, praise which is proper

3.40 Assessment: Identifies and diagnoses learner needs

____ 3.41 Administers formal normative and criterion-referenced tests
____ 3.42 Develops and administers informal assessment tools
____ 3.43 Uses observation effectively to note student behavior/needs
____ 3.44 Interprets the results of commonly used evaluation instruments
____ 3.45 Interprets psychoeducational reports

Rating Description

1 = Does not demonstrate the competency (unsatisfactory)
2 = Sometimes demonstrates the competency (supervision needed)
3 = Demonstrates skill level expected of a first-time student teacher **(the Standard)**
4 = Meets the Standard plus demonstrates methods/skills equal to or better than most student teachers
5 = Demonstrates exemplary methods/skills beyond the Standard; the need for first-year supervision will be minimal
Blank - Competency not observed

3.50 Evaluation: Uses data to make decisions about teaching

____ 3.51 Analyzes data collected through systematic observations
____ 3.52 Uses formal and informal procedures for evaluating students' learning
____ 3.53 Establishes a system for using academic progress data

Comments for the Learners:

4.00 THE PROFESSION

4.10 Attitudes: Shows enthusiasm and interest in teaching

____ 4.11 Exhibits receptive attitude to critiques of professional performance and suggestions made for improvement
____ 4.12 Sets and pursues specific targets for continued professional growth
____ 4.13 Demonstrates commitment to teaching
____ 4.14 Is adaptable and optimistic

4.20 Equity: Provides opportunities for each student to meet success regularly

____ 4.21 Understands and plans for a multicultural/gender-neutral environment
____ 4.22 Communicates fair parameters for student behavior

4.30 Society: Communicates effectively with parents and other professionals

____ 4.31 Works effectively with other teachers and other non-instructional staff
____ 4.32 Works effectively with parents and community members
____ 4.33 Delegates relevant responsibilities to classroom paraprofessional
____ 4.34 Supervises activities of classroom paraprofessional effectively
____ 4.35 Participates in non-instructional teaching responsibilities
____ 4.36 Provide consultation to classroom teachers regarding instructional strategies/adaptations for students with disabilities' academic and/or behavioral programs.

4.40 Ethics: Makes ethical decisions regarding professional issues

____ 4.41 Uses discretion in handling confidential information
____ 4.42 Demonstrates an awareness of ethical considerations in executing professional responsibilities

Comments for the Profession:

Appendix E

IPCM Course Syllabi
and
Course Evaluations

SYLLABUS: SPED 590
Introduction to BD/SED
Tuesday 5:00 - 7:50 3 SH
Spring 2000

Instructor: Ms. Lori Garnes 858-3139
Memorial 314
E-mail: garnesl@farside.cc.misu.nodak.edu

Office Hours: Meetings can be individually scheduled as needed.

Required Text:
Kaufmann, J.M. (1997). Characteristics of emotional and behavioral disorders of children and youth (6th ed.). Prentice-Hall: Columbus, Ohio.

Course Description: This is a survey course designed to acquaint the student with the problems and issues surrounding services to students with SED. An overview of the concept of serious emotional and behavioral disorders along with the characteristics of learners labeled as SED will be presented. Classification and service delivery models will also be discussed.

Course Goals: To expose the student to identification and intervention issues, legal requirements for labeling, related in-school service delivery and placement options, causal models and contributory factors, historical antecedents, best practice methodologies, and the types of disorders grouped under the "SED" umbrella. The student, upon successfully completing this course, will be well versed in SED issues and be prepared for the more focused work in the area.

Student Outcomes: Upon completing this course, students will:
- be able to differentiate between SED and other similar disabilities;
- be able to explain the various definitions of SED;
- be familiar with laws related to identification and intervention services;
- be familiar with the screening and assessment process;
- be familiar with various treatment and education options;
- be able to identify validated behavioral risk-factors;
- be able to identify biological risk-factors;
- be able to identify family risk-factors;
- be able to articulate the various conceptual models associated with the SED field;
- possess a solid grouping in preparation for more focused study in the area

Teaching Strategies: A variety of teaching methods will be used by the instructor throughout this course. Methods will include lecture and class discussion. There will be various individual and group projects throughout the course which target application of material presented in class. Quizzes and tests will ensure student comprehension of information.

Assessment of the Student's Performance: Evaluation of student performance will be based on a total point basis of tests, assignments and projects as listed below:

Items	Points	Grading Scale	
Research paper	50	A = 350-315	90%
Assessment/screening tool description	50	B = 314-280	80%
Quizzes (5 @ 10 points each)	50	C = 279-245	70%
Cumulative final	100		
Journal	100		
reading & reflection (5 @ 15 pts each)			
personal reflections (5 @ 5 pts each)	**Total 350 pts**		

Journal:

readings and reflections: During the semester, each student will compile a journal consisting of a written summary and personal reflections regarding relevant, and current articles. A total of five reflection papers are required. Four of the articles selected must be from refereed journals and all must deal with issues related to SED or BD, such as specific disorders, classroom management issues, school-wide discipline issues, legal issues, identification, assessment, etc. The student will briefly summarize and write a personal reaction to the article. A copy of the article must be included with the paper.

personal reflections: During the semester, each student will compile journal entries regarding personal reflections on various issues related to SED. Topics for personal reflections will be explained and clarified by the instructor during class and will include items such as:

1. I decided to pursue an endorsement for SED because...
2. When I think about teaching children with SED, my worst fear is...
3. I will consider myself a successful teacher when...
4. In order to become a better teacher, I need to...
5. My idea of the perfect day as a teacher is...

All papers must be kept in a binder/folder and the entire journal will be reviewed by the instructor throughout the semester.

Research Paper (Fact Sheet): Students are required to conduct library research and produce a paper on a topic approved by the instructor. The topic is to be discussed with the instructor and approved before the student begins work on the paper. Student papers will be published on the IPCM web site in the "fact sheet" section at the end of the semester. Each paper must include an overview of the topic selected, have at least six references and include resources that will be helpful to other teachers or parents of children with SED.

Assessment/Screening Tool Description: Using the form provided by the instructor, each student will describe and evaluate an assessment or screening tool which is commercially available and designed to address specific issues related to conduct, behavior or emotional disorders. Class time will be made available for students to share these papers with each other.

Final: The final exam is cumulative and will cover all the lecture material and all readings. It will be take-home test format.

NOTES: The following notes are intended to clarify the requirements of the course. If there are any questions, it is the student's responsibility to ask the instructor.

1. Academic honesty is expected.
2. Attendance is required.
3. Tests and quizzes not taken or turned in on the assigned day will be given a zero unless prior arrangements have been made with the instructor.
5. All assignments and projects are due in the instructor's office no later than assigned, unless otherwise stipulated. A late assignment will be docked one letter grade for each day that it is late.
6. There will be no make-ups given for in-class assignments.
7. Accommodations will be made for students upon request. Please make an appointment to see the instructor as soon as possible to discuss needs.

Final Exam: Due _____

Tentative Time Line

Date	Topic	Project/Assignment DUE
January 11	Introduction and definition	ch. 1
January 18	Prevalence	ch 2
January 25	History & Conceptual models	ch 3, 4
February 1	Attention & activity disorders	**Quiz #1** & ch 11
February 8	Conduct Disorder: Overt	**journal #1** ch 12
February 15	Conduct Disorder: Covert	ch 13
February 22	Delinquency, substance abuse, sexual activity	**Quiz #2** ch 14
February 29	Anxiety, depression & suicide	**journal #2** & ch 15, 16
March 7	Schizophrenia & PDD	**Quiz #3** ch 17
March 14	**Spring Break!**	
March 21	Screening & Classification	**journal #3** & ch 5
March 28	Evaluation for instruction	**Quiz #4** & ch 6
April 4	Evaluation for instruction	**journal #4**
April 11	Biological & family factors	**Quiz #5** & ch 7, 8
April 18	School & cultural factors	**journal #5** ch 9, 10
April 25	Summary & review	ch 18
May 2	**Final**	**Final**

SYLLABUS: SPED 597b
Elementary and Secondary Methods for Teaching Individuals with Emotional/Behavioral Disorders
Thursday 5:00 - 7:50 3 SH
Spring 2000

Instructor: Ms. Lori Garnes
858-3139
Memorial 314
E-mail: garnesl@farside.cc.misu.nodak.edu

Office Hours: Meetings can be individually scheduled as needed.

Required Text:
Gallagher, P.A. (1995). Teaching students with behavior disorders. Love Publishing Company: Denver.

Course Description: Study of data based, validated techniques and methods of educational intervention for students with emotional/behavioral disorders. Includes methods for both elementary and secondary students emphasizing transitions between service settings and agencies.

Prerequisite: SPED 597a: Introduction to Serious Emotional Disturbance or permission of the Instructor.

Course Goals: This course will prepare the student to provide academic services to the individual with behavioral/emotional disorders at the elementary and secondary levels. Students will be able to identify behavior problems in the classroom and utilize appropriate intervention strategies for remediation.

Student Outcomes: Upon successfully completing this course, students will be able to:
- assess behavior problems within the classroom;
- identify behavioral antecedents and consequences;
- design interventions for behaviorally related academic deficits;
- design and implement interventions for in-class behavioral problems;
- describe current perspectives on emotional and behavioral disorders;
- analyze and adapt educational environments to meet student needs;
- describe how to enhance positive pupil-teacher relationships;
- describe the process for identifying, assessing and treating depression in children and adolescents;
- use positive strategies to effectively improve competence of students with behavior problems;
- demonstrate techniques used to manage aggressive and violent behavior in schools
- demonstrate professional judgement in selecting appropriate methods and interventions for use with case scenarios of various children who have emotional disturbances.

Teaching Strategies: A variety of teaching methods will be used by the instructor throughout this course. Methods will include lecture and class discussion. There will be various individual and group projects throughout the course which target application of material presented in class. Quizzes and tests may be used to ensure student comprehension of information.

Assessment of the Student's Performance: Evaluation of student performance will be based on a total point basis of tests, assignments and projects as listed below:

Items	Points	Grading Scale	
Large Projects (2@ 50 pts ea)	100	A = 300-270	90%
Presentation of large projects (2@ 10 pts ea)	20	B = 269-240	80%
Mini Projects (5@ 20 pts each)	100	C = 239-210	70%
In class participation	80		
Total	**300 pts**		

Mini Projects: Five 20 point mini projects will be assigned during the course of the semester. See attached description of assignments for specific information. Projects will be graded on "workability" and "thoroughness".

Large Projects: Students will design two plans for use with students with a behavioral disorder/emotional disturbance. These lesson plans must be supported by research and validated practice (must not be simply intuitive). Each student will present his/her lesson plans orally to the class with a written copy presented to the instructor at the time of presentation. Projects will be graded on "workability", "thoroughness", and "clarity".

Class Participation Points: Points will be awarded for student participation in class. Each student will develop a "contract for participation" with the instructor, and points will be awarded based on fulfillment of the contract on a weekly basis.

NOTES: The following notes are intended to clarify the requirements of the course. If there are any questions, it is the student's responsibility to ask the instructor.

1. Academic honesty is expected.
2. Attendance is required.
3. Tests and quizzes not taken or turned in on the assigned day will be given a zero unless prior arrangements have been made with the instructor.
5. All assignments and projects are due in the instructor's office no later than assigned, unless otherwise stipulated. A late assignment will be docked one letter grade for each day that it is late.
6. There will be no make-ups given for in-class assignments.
7. Accommodations will be made for students upon request. Please make an appointment to see the instructor as soon as possible to discuss needs.

Tentative Time Line

Date	Topic	Project/Assignment DUE	Readings
January 13	SED overview		
January 20	advanced organizing	mini project #1	1 & 2
January 27	diagnosis		3
February 3	curriculum	mini project #2	4&5
February 10	instructional techniques		6
February 17	instructional techniques		7
February 24	**class presentations**	big project #1/presentation #1	
March 2	management		8 &9
March 9	management	mini project #3	
March 16	**no class - Spring break**		
March 23	scheduling		10
March 30	school-wide interventions	mini project #4	11
April 6	IEP - pre		12
April 13	IEP - development	mini project #5	
April 20	IEP - implementation		
April 27	**class presentations**	big project #2/presentation #2	
May 4	Summary and wrap-up		

Options for Class Participation Contract

Item	Point Value
Special participation	
presenting teaching techniques to the class	5 points each
posing questions and insights from outside readings	5 points per article
researching web sites to share as resources	5 points per 5 addresses
sharing curriculum materials	5 points
sharing experiences ("don't make the same mistake I did" or "This really worked for me")	5 points
completing an extra 20 point project must be prior approved and might count on more than one contract	20 points each

In order to receive points for contract activities, you must:

1. complete a contract and have it approved by the instructor prior to your presentation.
2. Prepare a resource for your classmates (overhead, handout, samples)

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Contract for Participation

for

_____

Contract # _____ Week #_____ Dates covered _____

In order to earn class participation points for the week, I will take part in the following activities:

activities:	Points:
_____	_____
_____	_____
_____	_____
Total points	_____

Signed: _____

Authorized: _____

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SPED 597c: Field Seminar in Behavioral Disorders
One Semester Credit Hour
Time and Location: TBA

Lori Garnes
Memorial 314; 858-3139
garnes@farside.cc.misu.nodak.edu

Course Description: Individualized field practicum in settings serving youth with emotional/behavioral disorders.

Corequisite/Prerequisite: SPED 597d - Community Supports for Individuals with Behavior Disorders

Course Goals: The student will become familiar with a service delivery system concerned with intervention to individuals with behavioral disorders/emotional disturbances. This familiarity will be obtained through involvement with a Mentor in juvenile justice, mental health, or social/human services. The student will be involved with a mentor from each area over three semesters.

Student Outcomes: The student will, after one semester, become familiar with the referral process, intervention methods, and follow-up procedures within a particular setting.

Schedule: One hour of contact per week (two hours per week for Summer semester) with the assigned mentor is required. A minimum of fifteen hours is required for the semester. Time and place is to be arranged by the student with the mentor.

Course Requirements and Assessment of Student Performance:

- The student is to maintain a Mentor Contact Log where he/she records the date, time, length of contact, and purpose/outcome. This log is due to the instructor-of-record on the last class day of the semester.

- In addition, the student is to submit to the instructor-of-record a written report, every two weeks (each week during Summer semester). This report is to be submitted via e-mail.

- A final Field Practicum Report is also to be submitted via e-mail. The student is to demonstrate familiarity with the concerned system and the report must cover the referral, intervention, and follow-up process.

Grading Criteria:

Mentor Contact Log:	Maximum points = 100
Written Reports:	Maximum points = 100
Final Field Practicum Report:	Maximum points = 100

- Mentor contact logs which do not demonstrate at least a 50 percent in-person contact level, will receive a 50 percent reduction in points.
- Late reports will receive a 10 point reduction each.
- Reports not submitted through e-mail, will not be accepted.

Points	Percent	Letter Grade
270 - 300	90 - 100	A
240 - 269	80 - 89	B
210 - 239	70 - 79	C
0 - 209	0 - 69	F

MENTOR CONTACT LOG				
Student Name:		Mentor Name:		Semester:
Date	Location/Setting/Means	Time of Contact	Length of Contact	Reason for Contact

SYLLABUS: SPED 597d
Community Supports for Individuals with Behavior Disorders
Two semester credit hours
Summer 2000

Instructor: Ms. Lori Garnes
858-3139
Memorial 314
E-mail: garnesl@farside.cc.misu.nodak.edu

Office Hours: Meetings can be individually scheduled as needed.

Required Text:
Friesen, B. J. & Poertner, J. (1995). From case management to service coordination for children with emotional, behavioral, or mental disorders. Brookes Publishing: Baltimore.

Course Description: Analysis of the major service systems (education, human/social services, mental health, juvenile justice) for individuals with emotional/behavioral disorders.

Corequesite: SPED 597c - Field seminar in Behavioral Disorders.

Course Goals: Students will become familiar with the community-based systems frequently accessed by individuals with behavioral disorders and emotional disturbances. These community-based systems, aside from education, include juvenile justice, mental health, and human/social services. The ability to understand the inter-relatedness of these systems and how they impact each other is central to this course.

Student Outcomes
Upon completing this course, students will:

1. demonstrate knowledge of various service delivery models used in meeting the needs of children with SED.

2. describe the Systems of Care model.

3. articulate the basic values and operational principles of the Systems of Care model.

4. evaluate how the System of Care model can potentially influence the service delivery system for children with SED.

5. determine the impact/role of the educational system in mediating the effect of behavioral/emotional disturbance.

6. determine the impact/role of the mental health system in mediating the effect of behavioral/emotional disturbance.

7. determine the impact/role of the juvenile justice system in mediating the effect of behavioral/emotional disturbance.

8. determine the impact/role of the human/social service system in mediating the effect of behavioral/emotional disturbance.

9. consider, compare and contrast studies from the literature which describe effectiveness of various service delivery models.

10. describe procedures for referring children for appropriate services.

11. describe procedures for seeking and obtaining appropriate services for children.

12. describe procedures for obtaining and providing appropriate follow-up services.

13. discuss the implications and overlap of mental health, juvenile justice and social service systems on the educational system.

14. Compare the various types of case management used within the "System of Care"

15. Develop a "System of Care" which addresses specific issues in North Dakota or the Local Education Agency.

16. Clarify and define the problems with addressing student behavior problems in school settings.

Teaching Strategies: A variety of teaching methods will be used by the instructor throughout this course. Methods will include lecture and class discussion. There will be various individual and group projects throughout the course which target application of material presented in class. Tests will ensure student comprehension of information.

Course Requirements and Assessment of the Student's Performance: Evaluation of student performance will be based on a total point basis of tests, assignments and projects as listed below:

A take home, essay **Final** will be given. The exam will be worth 100 points.

Each student will write one short **Written Report**, on one of the four service areas related to emotional/behavioral disorders covered in this class (education, mental health, juvenile justice, human/social services). Each paper should be 3 to 5 pages in length plus references. The focus of these reports is the impact/role each particular service system has in mediating the effect of the behavioral/emotional disturbance. Discussion of a particular model, intervention, or methodology would be appropriate. These reports will be posted on the class web site and are worth 25 points.

Each student will provide a **reaction to other student reports** which have been posted on the class web site. Each student is encouraged to have an online discussion with other students regarding the benefits or obstacles of the system discussed. This discussion is to focus on the content of the report and not the quality of student work. A total of 75 points is possible for this ongoing assignment.

Students will prepare a total of 10 **chapter reaction papers** throughout the semester. Each reaction paper is to describe 3 main points of the reading assignment and discuss the student's reaction to the information presented. Each paper is worth 10 points and will be used as discussion starters in class.

Students will complete one group project in which the group will develop a mock **grant proposal** for a System of Care in the local community. The grant proposal will be worth 100 points and will be graded equally in 5 areas:

1. Problem/needs description
2. Project goals
3. Project description
4. System of evaluation for the project
5. Completed grant proposal forms.

Drafts of each section will be due throughout the semester.

Items	Points	Grading Scale	
Written report (25 pts each)	25	A = 400-360	90%
Reaction to other's reports	75	B = 359-320	80%
Chapter reactions (10 @ 10 pts each)	100	C = 319-280	70%
Final	100		
Grant Proposal	100		
Problem/needs description (20 pts)			
Project goals (20 pts)			
Project description (20 pts)			
System of evaluation for the project (20 pts)			
Completed grant proposal forms (20 pts)			
Total	**400 pts**		

NOTES: The following notes are intended to clarify the requirements of the course. If there are any questions, it is the student's responsibility to ask the instructor.

1. Academic honesty is expected.
2. Attendance is required.
3. Tests and quizzes not taken or turned in on the assigned day will be given a zero unless prior arrangements have been made with the instructor.
5. All assignments and projects are due in the instructor's office no later than assigned, unless otherwise stipulated. A late assignment will be docked one letter grade for each day that it is late.
6. There will be no make-ups given for in-class assignments.
7. Accommodations will be made for students upon request. Please make an appointment to see the instructor as soon as possible to discuss needs.

Final Exam: Take home exam handed out Thursday, July 20 and will be due Thursday, July 27.

Tentative Time Line

Date	Topic	Project/Assignment DUE
May 31	System of Care Model	
June 1	Typical student needs	
June 6	Parent perspectives	reaction ch 1 & 2
June 7	Case management	
June 8	"	**reports due**
June 13	Developing a system of care (begin grant writing activity)	reaction ch 3, 4 & 5
June 14	"	
June 15	"	**1st grant draft due**
June 20	Prof. Perspectives & roles	reaction ch 6, 7 & 8
June 21	"	
June 22	Collaboration	**2nd grant draft due**
June 27	Local Systems of Care	reaction ch 9, 10 & 11
June 28	Organization and Structure	
June 29	Funding	**3rd grant draft due**
July 4	**holiday**	**have fun!!**
July 5	Maintaining a system of care	reaction ch 12, 13 & 14
July 6	"	**4th grant draft due**
July 11	"	reaction ch 15, 16 & 17
July 12	State of the art programs	**reactions to reports due**
July 13	"	**grant project due**
July 18	"	reaction ch 18 & 19
July 19	"	
July 20	The future of systems of care	**final handed out**
July 25	Summary and review	reaction ch 20 & 21
July 26		
July 27	final due	

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SPED 597 - Community Supports
System of Care Report and Discussions

Student Name: _____ **Date:** _____

Report Competencies:

1. Relevancy of article chosen — score out of 10 _____
2. Clarity of report — score out of 10 _____
3. On time — score out of 5 _____

Total score _____

Reaction postings — **Total score** _____

Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____
Date of posting _____ points _____

SPED 597 - Community Supports
Grant Writing Activity

Student Names: _____ **Date:** _____

_____

_____

_____

Drafts turned in: Score:

Problem/needs description (5 points) _____
Project goals (5 points) _____
Project description (5 points) _____
System of evaluation for the project (5 points) _____

Completed Project:

Problem/needs description (15 points) _____
Project goals (15 points) _____
Project description (15 points) _____
System of evaluation for the project (15 points) _____
Completed grant proposal forms (20 points)

Total score _____

Comments:

SYLLABUS: SPED 597e
Guidance and Counseling for SED
Summer 2000

Instructor: Ms. Lori Garnes
858-3139
Memorial 314
E-mail: garnesl@farside.cc.misu.nodak.edu

Office Hours: Meetings can be individually scheduled as needed.

Required Texts:

Smead, R. (1995). Skills and techniques for group work with children and adolescents. Research Press: Illinois.

Smead Morganett, R. (1990). Skills for living: Group counseling activities for young adolescents. Research Press: Illinois.

Course Description: This course will review best practices in serving students who are BD/SED. It will cover techniques for teaching students alternative behaviors in one-to-one and small group settings.

Student Outcomes:

- Demonstrate knowledge of guidance and counseling techniques
- Discuss ethical guidelines and professional issues
- Design a proposal for a group experience for students
- Demonstrate ability to use therapeutic interaction techniques
- Analyze types of leadership styles
- Compare and contrast types of groups and their intended outcomes
- Develop evaluation methods for measuring student benefit from group experiences
- Describe how to use typical problems in group settings to teach new skills to students

Students will be expected to be active participants in class and in group discussions.

Teaching Strategies: A variety of teaching methods will be used by the instructor throughout this course. Methods will include lecture and class discussion. There will be various individual and group projects throughout the course which target application of material presented in class. Quizzes and tests will ensure student comprehension of information.

Assessment of the Student's Performance: Evaluation of student performance will be based on a total point basis of tests, assignments and projects as listed below:

Items	Points	Grading Scale	
Proposal paper	100	A = 350-315	90%
Group presentations (two)	100	B = 314-280	80%
Group participation	50	C = 279-245	70%
Final	100		
Total	**350 pts**		

NOTES: The following notes are intended to clarify the requirements of the course. If there are any questions, it is the student's responsibility to ask the instructor.

1. Academic honesty is expected.
2. Attendance is required.
3. Tests and quizzes not taken or turned in on the assigned day will be given a zero unless prior arrangements have been made with the instructor.
5. All assignments and projects are due in the instructor's office no later than assigned, unless otherwise stipulated. A late assignment will be docked one letter grade for each day that it is late.
6. There will be no make-ups given for in-class assignments.
7. Accommodations will be made for students upon request. Please make an appointment to see the instructor as soon as possible to discuss needs.

Final Exam: during finals week. See Summer schedule for date and time.

SPED 597e: Guidance and Counseling
Tentative Timeline

May 31	the nature of group work	text pgs 1 - 21
June 1	"	
June 6	ethical guidelines and related professional issues	text appendix A
June 7	"	text pgs 22 - 56
June 8	"	
June 13	organizing the group experience	text pgs 57 - 67
June 14	"	text appendix B
June 15	"	**topic for paper due**
June 20	understanding group process	text pgs 68 - 89
June 21	"	
June 22	"	
June 27	using problem situations as learning experiences	text pgs 93 - 185
June 28	"	
June 29	"	
July 4	**holiday**	
July 5	leadership skills	text pgs 189 - 264
July 6	"	
July 11	therapeutic interaction techniques	**draft paper due**
July 12	"	
July 13	**Class Presentations**	Activities book
July 18	group counseling activities	**proposal paper due**
July 19	"	
July 20	**Class Presentations**	
July 25	group counseling activities	
July 26	wrap up	
July 27	final	

Developing a Written Proposal

Purpose of Written Proposal:

1. organizes what you will focus on in group
2. describes the nature of the group to administrators, parents, teachers, colleagues, referral agencies, or funding sources.

Proposal should include:

1. Description and rationale
   - describes group - what it will do, what it will teach, how it will operate
   - what is the purpose of the group?
   - whose needs does it meet?
   - what topics will be explored?

2. Objectives
   - what objectives do you have in mind for the group?
   - are the objectives reasonable for the age and abilities of the participants?
   - are the objectives clear? measurable? reasonable for the length of the group?

3. Logistics
   - who will lead the group?
   - what are the leader's qualifications?
   - who will be responsible for making sure ethical guidelines are followed?
   - how will the group meet? If during school time, do all parties (parents, teachers, students) agree?
   - how many members will be selected, and what are the inclusion criteria?
   - is there a plan to provide services for those who are not selected?
   - where will the group meet, and for how long?
   - will the group be closed or open to new members as it progresses?
   - How will the situation be handled if a member wants to drop out?

4. Procedures
   - what kinds of techniques will you be using?
   - *** support of techniques selected based on a literature search***

- how and when will you explain the risks involved in being a group member?
- how will you protect members from being hurt physically or psychological?
- will you take special precautions because participants are legal minors?
- how will you explain confidentiality and its limits?
- how will you handle requests from parents or others who might want you to divulge a child's confidences from group?
-how will you obtain informed consent from the parent or guardian and informed assent from the child?
- will you require both parents to sign an informed consent if there is a noncustodial parent?
- are you using any recording devices or conducting any research?
- how will you ensure safety and confidentiality of counseling records?

5. Evaluation
   - how do you plan to determine whether a member has changed due to the group experience?
   - how are you going to determine whether your goals and objectives have been met?
   - what follow-up procedures do you anticipate?
   - who will receive evaluation data about the group?
   - how will evaluation data be stored?
   - who will have access?
   - How do you plan to evaluate leader performance?

SYLLABUS: SPED 590
Peer Coaching Seminar
Two semester credit hours

Instructor:

Ms. Lori Garnes
858-3139
Memorial 314
E-mail: garnesl@farside.cc.misu.nodak.edu

Office Hours: Meetings can be individually scheduled as needed.

Required Text:

None.

Required Materials:

Video tape - "Improving Your Teaching Through Peer Coaching" Produced by the IPCM Project through the North Dakota Center for Person's with Disabilities at Minot State University. The video tape is available through the IPCM Grant Project and you can get it by contacting Lori Garnes at the above phone number/e-mail address.

Course Description:

This course is designed to provide teachers with a method for improving their teaching effectiveness. Through participation in this course you will learn what peer coaching is and how to use it in your classroom.

Teaching Strategies:

Students enrolled in the Peer Coaching Seminar will be involved in the following types of activities:

- Online reading
- Internet searches
- Online discussion
- Bulletin board participation
- E-mail assignments
- Independent assignments

Student Outcomes:

Upon completing this course, students will:

1. Summarize and discuss with classmates the Peer Coaching Model used in this seminar on the course bulletin board.
2. Compare the model used in this seminar with other peer coaching models. Discuss ideas with classmates on the course bulletin board.
3. Describe at least three personal advantages to using peer coaching.
4. Identify three types of classroom environments.
5. Identify three potential teaching contexts within each classroom environment.
6. Conduct an internet search on components of effective teaching and classroom management techniques and share ideas and resources with classmates on the course bulletin board used in this course.
7. Analyze a personal teaching situation and describe a "problem" identified within that situation.
8. Identify student outcomes which would indicate that teaching is effective.
9. Write three outcome statements which meet the criterion (measurable, observable, and describe positive student classroom behavior)
10. Describe and discuss the ten steps of the peer coaching process.
11. Use student outcome statements provided, which describe various situations, to design/describe data collection systems which will indicate whether student outcomes are met for each scenario given.
12. Generate statements which would eliminate judgment in a conversation.
13. Identify resources for learning new skills to use in the classroom. Sources will include, internet resources, experts in the field, using "help lines" online, and print materials.
14. Use the resources identified to generate solutions for classroom management issues and improve teaching effectiveness.
15. Complete one peer coaching experience in a real classroom situation.
16. Summarize and evaluate the peer coaching experience.
17. Describe how you will change your teaching approach based on the peer coaching experience.

Assessment of the Student's Performance:

Evaluation of student performance will be based on a total point basis of assignments and projects as listed below:

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Items	Points
article review	20
bulletin board discussion regarding articles	10
choosing your student outcome statements	20
describing measurable behaviors	30
writing student outcome statements	40
eliminating judgment	20
bulletin board post - sharing web sites	15
bulletin board post - "help line"	5
responding to classmate posts - help line	15
summary of research results	50
final peer coaching project	100
Total	325

Grading Scale

A	325 - 292	90%
B	291 - 260	80%
C	259 -227	70%
F	226 & below	

Your instructor for Peer Coaching Seminar is Lori Garnes

Hi! I am the Project Coordinator for the Interactive Peer Coaching/Mentoring Program through the North Dakota Center for Persons with Disabilities at Minot State University. I have been in the field of special education for 15 years and I teach graduate and undergraduate classes for the special education department at Minot State University.

You can e-mail me at garnesl@farside.cc.misu.nodak.edu

A note from your teacher...

Using an online format for class presents a unique set of problems. I am most concerned that this be a positive experience for each of you! The best way to make sure this course is meeting your needs, is for me to have **lots** of input from you. Even though we may not ever meet face to face, keep in mind that your teacher is a real person, and so are your classmates. I am always available to give you extra help when you run into trouble. You can send me an e-mail, or you can call me at (701) 858-3139. If you are in the Minot area, you can schedule a personal meeting. I am at MSU Memorial Hall 314.

Don't hesitate to contact me. I expect every one of you will have questions at some point. I want to make this is a pleasant experience. The calendar, which is available on the home page, has all of your due dates and timelines outlined. **Check the calandar regularly** to make sure that you are staying on track with the rest of the class, and ensure that you will get full credit for taking this class.

Course Requirements

This MSU Online course is a two credit graduate level course

- There is no text book required for this class.
- You will need to purchase the video tape, "Improving your Teaching Through Peer Coaching (at cost throught the MSU bookstore. Made available by the IPCM Project.)
- All of your work will be completed online.
- You need to complete the lessons and assignments as scheduled.
- Your grade will be determined based on performance on assignments and a final project
- You will be working with other classmates who are taking this class at the same time. You need to follow the timelines provided in the student calandar

New Events

January 2000

Date	Event
January 11	1. First day of class - Welcome!!!
January 18	1. You should have started working on the course by now.
January 26	1. You should have half of the articles for lesson 1 read by now.
January 31	1. **Assignment for lesson one due** Make first post on the bulletin board

February 2000

Date	Event
February 7	1. **Respond to classmate bulletin board posts for additional points.
February 21	1. **e-mail assignment for lesson 3: page 6 due

March 2000

Date	Event
March 6	1. **e-mail assignment for lesson 4: page 7 due - remember there are two parts.
March 13	1. **revisions for lesson 4: page 7 due
March 20	1. **e-mail assignment for lesson 5: page 6 due
March 27	1. **post web sites for lesson 6: page 2 by today

April 2000

Date	Event
April 3	1. ** contact an expert (lesson 6: page 3)
April 4	1. ** use class help line this week (lesson 6: page 4)
April 17	1. ** e-mail assignment for lesson 6: page 5 due
April 24	1. start your final project, if you haven't done so already.

May 2000

Date	Event
May 10	1. ** Your final peer coaching report due.

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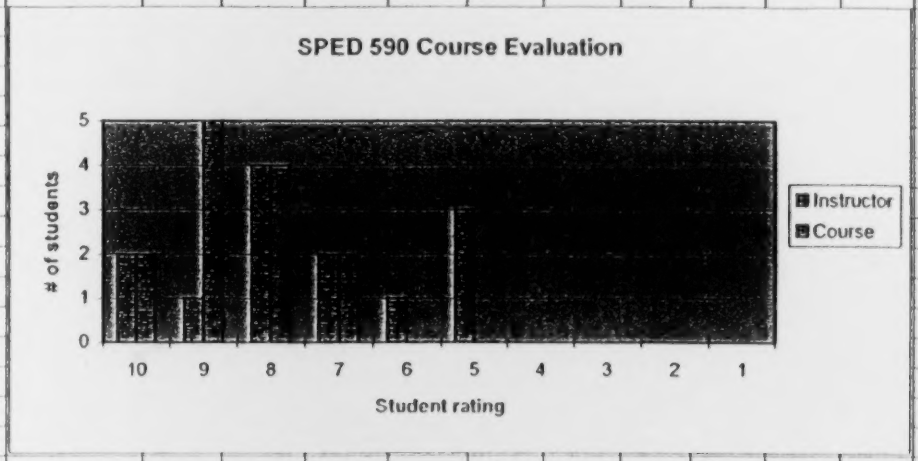
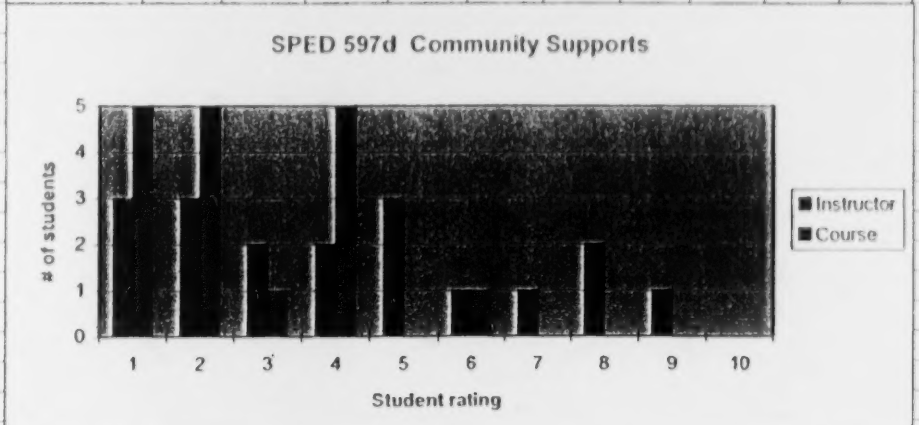
Course evaluation data 1998

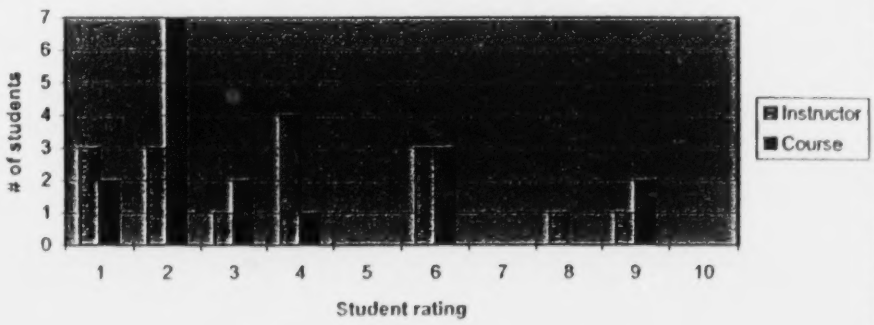
		10	9	8	7	6	5	4	3	2	1	Mean score
SPED 590	Instructor	2	1	4	2	1	3					7.38
F '97	Course	2	5	4	2							8.54



SPED 597d	Instructor	3	3	2	2	3	1	1	2	1		6.78
S'98	Course	5	5	1	5		1					8.41



SPED 597b	Instructor	3	3	1	4		3		1	1		7.06
S'98	Course	2	7	2	1		3			2		7.35



SPED 597 - Guidance and Counseling for SED

Lori Garnes

Summer Semester 1998

1) All things considered, how would you rate the teaching effectiveness of this instructor? Circle one (10 is outstanding, 5 is average, 1 is poor).

10	3	5		
9	3	4		
8	2	3		Avg: 8.89
7	1	2		
6		1		

2) All things considered , how would you rate the overall value of this course? Circle one (10 is outstanding, 5 is average, 1 is poor).

10	2	5	1	
9	3	4		
8	2	3		Avg: 8.50
7		2		
6		1		

3) Pleasure support your ratings (indicate specific points which you felt were most effective and those which could be improved).

Lori's expectations for the class were very clear. She is well-organized and willing to listen and help.

Writing the proposal was very useful. Maybe consider sharing proposal early, then making copy of each one for everyone for reference.

I learned a lot in this class. Ms. Garnes did a very good job in teaching this class.

A very warm, caring, and enthusiastic teaching style. I felt very at ease in Ms. Garnes' class. Students were very involved in learning various counseling techniques. The take home test given by the instructor helped to reinforce the major issues, ideas, techniques of the counseling process. The class gave me an understanding of what counseling is all about.

Lori gets along well with her students and thus her students have their best qualities and talents verified.

Excellent lecturer. Group presentations were helpful in the application of actually setting up a group situation. Encouraged group discussions.

Information presented was practical and useful. The instructions for the written proposal were vague as to format. At first, it was not to be APA style. Later, a bibliography and citations were added. Overall, the class was enjoyable.

Lori was very easy to ask questions to. She was very encouraging and supportive. She also had great knowledge of the subject area. She had an excellent rapport with all students and was very fair.

Demographic Information

4) What is your year in school?

a)	Freshman	
b)	Sophomore	
c)	Junior	

d)	Senior	
e)	Graduate	9
f)	Other	

5) Is this course required or an elective?

a)	Required	8
b)	Elective	1

d)	Uncertain	

6) What grade do you expect to receive in this course?

a)	A	8
b)	B	
c)	C	

d)	D	
e)	F	
f)	Uncertain (Includes pass/fail option and audit.)	1

IPCM Course Evaluation
- SED Methods-

	5	4	3	2	1
Rate the overall quality of the course.	4				
Rate the overall quality of instruction.	4				
I am gaining a good understanding of concepts in the SED field.	4				
I am learning to apply course principles to new/ current teaching situations.	1	2			
I am deepening my interest in the subject matter of this course.	3	1			
The course objectives are clear and reasonable.	4				
Instructor has a thorough knowledge of the subject.	3	1			
Instructor treats students with respect.	4				
Students are free to disagree and ask questions.	3	1			
Instructor presents material in an interesting way.	4				
Instructor uses class time well.	4				
Instructor is well prepared for each class.	4				
I feel better prepared to teach children with SED as a result of this course.	3	1			

Spring 1999

IPCM Course Evaluation
- SED Methods-

How can the instructor improve the teaching of this course?

A possibility of doing in class observation.

To provide opportunities to actually be in the classroom.

I would like to go in and observe or "shadow" an instruction(s) who use various approaches in their work with E/BD children.

Observation of various settings would reinforce instruction.

What was the most useful aspect of this course?

The facilitation of discussion.

Paper writing.

Learning to evaluate and write interventions for children E/BD.

Skill curriculum

Spring 1999

IPCM Course Evaluation
- SED Methods-

	5	4	3	2	1
Rate the overall quality of the course.	4	1	0	0	0
Rate the overall quality of instruction.	4	1			
I am gaining a good understanding of concepts in the SED field.	2	3	0	0	0
I am learning to apply course principles to new/ current teaching situations.	2	3	0	0	0
I am deepening my interest in the subject matter of this course.	2	2	1	0	0
The course objectives are clear and reasonable.	4	1	0	0	0
Instructor has a thorough knowledge of the subject.	3	2	0	0	0
Instructor treats students with respect.	3	2	0	0	0
Students are free to disagree and ask questions.	4	1	0	0	0
Instructor presents material in an interesting way.	4	1	0	0	0
Instructor uses class time well.	2	3	0	0	0
Instructor is well prepared for each class.	4	1	0	0	0
I feel better prepared to teach children with SED as a result of this course.	4	1	0	0	0

IPCM Course Evaluation
- Intro to SED -

	5	4	3	2	1
Rate the overall quality of the course.	6	0	0	0	0
Rate the overall quality of instruction.	6	0	0	0	0
I am gaining a good understanding of concepts in the SED field.	4	1	1	0	0
I am learning to apply course principles to new/ current teaching situations.	4	1	1	0	0
I am deepening my interest in the subject matter of this course.	5	1	0	0	0
The course objectives are clear and reasonable.	5	1	0	0	0
Instructor has a thorough knowledge of the subject.	6	0	0	0	0
Instructor treats students with respect.	6	0	0	0	0
Students are free to disagree and ask questions.	6	0	0	0	0
Instructor presents materials in an interesting way.	5	1	0	0	0
Instructor uses class time well.	5	1	0	0	0
Instructor is well prepared for each class.	5	1	0	0	0
I feel better prepared to teach children with SED as a result of this course.	2	3	1	0	0

Peer Coaching Online
Fall 1999

SPED 590
Lori Garnes
Final Evaluation Responses
001-1

1. The instructor's interaction with me was...

    - It was great! I got feedback right away and I was able to leave messages for her any time if I had a question.
    - Very helpful.
    - Very positive.

2. The instructor's enthusiasm and interest in teaching were...

    - Outstanding. The assignments were challenging and an entire workbook was furnished online so that we could go at our own speed.
    - Great. Lori is always enthusiastic and supportive.
    - Also very positive. She did a great job.

3. The instructor's knowledge of the subject was...

    - Great. She was not only knowledgeable about the peer coaching subjects but also about technology and computer problems.
    - Extensive because she has been researching Peer Coaching for several years.
    - Good.

4. The instructor's ability to communicate with me was...

    - Instant any time. I checked my email every day and so did she.
    - Awesome because I think the video that was produced was excellent and it added to my knowledge.
    - Excellent.

5. The instructor's preparation was...

    - Very well laid out in lesson plans that we could follow online. She knew everything and if she didn't. She would ask someone else and get back to me.
    - Extensive.
    - Good.

6. The instructor was most effective when...

    - She was always effective. She has great people skills, knowledge of subject matters, and if she leaves after the grant runs out, we will all miss her a lot. She has been instrumental in my completion of a full-time semester of college while I also taught school full-time.
    - She gave me support and direction.
    - I visited with her in her office.

7. The instructor could address the following challenges...

- None that I can think of...
- I hope Lori will make this course nationally available, if it isn't already, because it is an effective and easy tool to teach teachers how to improve their teaching; and the process is not expensive—it just takes the time to set it up, do it, and check the results.
- None. I do not do well without direct instruction and interaction. The instructor made herself available to people to visit with her in her office, which took care of most of the difficulties I had with the class.

IPCM Course Evaluation
- Guidance Counseling -

	5	4	3	2	1	Avg.
Rate the overall quality of the course.	5	3				4.63
Rate the overall quality of instruction.	4	4				4.5
I am gaining a good understanding of concepts in the SED field.	6	2				4.75
I am learning to apply course principles to new/ current teaching situations.	5	3				4.63
I am deepening my interest in the subject matter of this course.	7	1				4.88
The course objectives are clear and reasonable.	6	2				4.75
Instructor has a thorough knowledge of the subject.	7	1				4.88
Instructor treats students with respect.	8					5
Students are free to disagree and ask questions.	8					5
Instructor presents material in an interesting way.	7	1				4.88
Instructor uses class time well.	7	1				4.88
Instructor is well prepared for each class.	7	1				4.88
I feel better prepared to teach children with SED as a result of this course.	5	2	1			4.5

How can the instructor improve the teaching of this course?

I like to learn from the students in class. I like it when we share experiences.

The teaching is fine!

What was the most useful aspect of this course?

Very useful information. Thanks!

I really like this class!

Effective teaching techniques and examples we can use with teaching.

The books.

597a Intro to SED Spring 00

	5	4	3	2	1
Rate the overall quality of the course.	0	1	2	0	0
Rate the overall quality of instruction.	0	1	2	0	0
I am gaining a good understanding of concepts in the SED field.	0	3	0	0	0
I am learning to apply course principles to new/current teaching situations.	0	1	2	0	0
I am deepening my interest in the subject matter of this course.	1	1	1	0	0
The course objectives are clear and reasonable.	1	1	1	0	0
Instructor has a thorough knowledge of the subject.	0	2	1	0	0
Instructor treats students with respect.	2	1	0	0	0
Students are free to disagree and ask questions.	1	2	0	0	0
Instructor presents material in an interesting way.	0	1	2	0	0
Instructor uses class time well.	0	0	3	0	0
Instructor is well prepared for each class.	0	2	1	0	0
I feel better prepared to teach children with SED as a result of this course.	0	0	3	0	0

How can the instructor improve the teaching of this course?

What was the most useful aspect of this course?
Class discussion.

597a Intro to SED Spring 00

	5	4	3	2	1	Average
Rate the overall quality of the course.	0	1	2	0	0	3.33
Rate the overall quality of instruction.	0	1	2	0	0	3.33
I am gaining a good understanding of concepts in the SED field.	0	3	0	0	0	4
I am learning to apply course principles to new/current teaching situations.	0	1	2	0	0	3.33
I am deepening my interest in the subject matter of this course.	1	1	1	0	0	4
The course objectives are clear and reasonable.	1	1	1	0	0	4
Instructor has a thorough knowledge of the subject.	0	2	1	0	0	3.67
Instructor treats students with respect.	2	1	0	0	0	4.67
Students are free to disagree and ask questions.	1	2	0	0	0	4.33
Instructor presents material in an interesting way.	0	1	2	0	0	3.33
Instructor uses class time well.	0	0	3	0	0	3
Instructor is well prepared for each class.	0	2	1	0	0	3.67
I feel better prepared to teach children with SED as a result of this course.	0	0	3	0	0	3

How can the instructor improve the teaching of this course?

What was the most useful aspect of this course?
Class discussion.

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SPED 597b SED Methods - Spring 2000	5	4	3	2	1	Average
Rate the overall quality of the course	2	5	2			4
Rate the overall quality of the instruction.	3	4	2			4.1
I am gaining a good understanding of concepts in the SED field.	3	3	2	1		3.89
I am learning to apply course principles to new/current teaching situations.	3	4		2		3.89
I am deepening my interest in the subject matter of this course.	5	3	1			4.4
The course objectives are clear and reasonable.	4	4	1			4.3
Instructor has a thorough knowledge of the subject.	4	2	3			4.1
Instructor treats students with respect.	6	3				4.67
Students are free to disagree and ask questions.	6	2	1			4.56
Instructor presents material in an interesting way.	2	3	4			3.78
Instructor uses class time well.	5	1	3			4.2
Instructor is well prepared for each class.	5	2	2			4.3
I feel better prepared to teach children with SED as a result of this course.	2	4	2	1		3.78

How can the instructor improve the teaching of this course?

*Don't know.
*Maybe find a better textbook, something that goes in depth. Although, that may be more difficult than it seems!

What was the most useful aspect of this course?

*Different perspectives of the students.
*The instructor gives the class a chance to discuss their experiences. She also relates the material to the class experiences.
*Sharing of my classmates.
*Sharing with other people.

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From: ()
To: online@misu.nodak.edu
Date: Fri, May 12, 2000, 8:06 AM
Subject: final evaluation

Below is the result of your feedback form. It was submitted by
() on Friday, May 12, 2000 at 11:06:33

Course Name: SPED 590

Instructor Name: Lori Garnes

Date: 5/11/00

Question #1: 4

Question #2: 4

Question #3: 4

Question #4: 4

Question #5: 4

Question #6: 4

Question #7: 4

Question #8: 5

Question #9: 5

Comments: The course was very easy to follow and submit assignments. I thought the instructor was very cooperative and easy to work with.

Year of School: Graduate

Course Requirement: Required

Grade Expected: A

Submit: Submit

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Lori Garnes, SPED 590

Rating	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9
1									
2									
3									
4									
5									

The numbers under each question area reflect the number of students selecting that particular rating.

The following questions were rated with 1 representing Strongly Disagree, 3 Mixed Opinion, and 5 as Strongly Agree.

Question #1: Was the course was well organized?
Question #2: Did the instructor maintain reasonable expectations for this course?
Question #3: Did the instructor motivate you to learn the course material?
Question #4: Did the exams and assignments challenge you to think and apply what you learned?
Question #5: Were your expectations for learning met in this course?
Question #6: The textbook and reading for this course were useful?
Question #7: I feel the evaluation of my work was fair?

The following questions were rated with 1 representing Poor, 3 Average, and 5 Outstanding.

Question #8: All things considered, how would rate the teaching effectiveness of this instructor?
Question #9: All things considered, how would rate the overall value of this course?

Comments Area:

Extensive feedback from one student. See attached sheet.

The course was very easy to follow and submit assignments. I thought the instructor was very cooperative and easy to work with.

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Summer 00 597d Community Supports

	5	4	3	2	1	Avg.
Rate the overall quality of the course.	1	1				4.5
Rate the overall quality of instruction.	1	1				4.5
I am gaining a good understanding of concepts in the SED field.	1	1				4.5
I am learning to apply course principles to new/ current teaching situations.	1	1				4.5
I am deepening my interest in the subject matter of this course.	1	1				4.5
The course objectives are clear and reasonable.	1	1				4.5
Instructor has a thorough knowledge of the subject.	1	1				4.5
Instructor treats students with respect.	1	1				4.5
Students are free to disagree and ask questions.	1	1				4.5
Instructor presents material in an interesting way.	1	1				4.5
Instructor uses class time well.	1	1				4.5
Instructor is well prepared for each class.	1	1				4.5
I feel better prepared to teach children with SED as a result of this course.	1	1				4.5

How can the instructor improve the teaching of this course?

I like to learn from the students in class. I like it when we share experiences.

The teaching is fine!

What was the most useful aspect of this course?

Very useful information. Thanks!

I really like this class!

Effective teaching techniques and examples we can use with teaching.

The books.

Appendix F

Mentor Training Materials and Mentor Experience Outcomes

SPED 597c: FIELD SEMINAR IN BEHAVIORAL DISORDERS

One Semester Credit Hour
Time and Location: TBA

Dr. Patrick Moran
Memorial 322; 858-3226
moran@farside.cc.misu.nodak.edu
Tuesday, Wednesday & Thursday 2:00 - 4:00 P.M.

Course Description: Individualized field practicum in settings serving youth with emotional/ behavioral disorders.

Corequisite: SPED 597d - Community Supports for Individuals with Behavior Disorders.

Course Goals: The student will become familiar with a service delivery system concerned with intervention to individuals with behavioral disorders/emotional disturbances. This familiarity will be obtained through involvement with a Mentor in juvenile justice, mental health, or social/human services.

Student Outcomes: The students will, after one-semester, become familiar with the referral process, intervention methods, and follow-up procedures within a particular setting.

Schedule: One-hour of contact per week with the assigned mentor is required. Time and place is to be arranged by the student with the mentor.

Course Requirements and Assessment of Student Performance:

- The student is to maintain a Mentor Contact Log where he/she records the date, time, length of contact, and purpose/outcome. This log is due to the instructor-of-record on May 4, 1998.
- In addition, the student is to submit to the instructor-of-record a written report, every two-weeks. This report is to be submitted via e-mail.
- A final Field Practicum Report is also to be submitted via e-mail. The student is to demonstrate familiarity with the concerned system and the report must cover the referral, intervention, and follow-up process.

ADDENDA

SPED 597c: FIELD SEMINAR IN BEHAVIORAL DISORDERS
One Semester Credit Hour
Time and Location: TBA

Dr. Patrick Moran
Memorial 322; 858-3226
moran@farside.cc.misu.nodak.edu
Tuesday, Wednesday & Thursday 2:00 - 4:00 P.M.

Schedule: One-hour of contact per week with the assigned mentor is required. Time and place is to be arranged by the student with the mentor.

Course Requirements and Assessment of Student Performance:

- The student is to maintain a Mentor Contact Log where he/she records the date, time, length of contact, and purpose/outcome. This log is due to the instructor-of-record on May 4, 1998.
- In addition, the student is to submit to the instructor-of-record a written report, every two-weeks. This report is to be submitted via e-mail.
- A final Field Practicum Report is also to be submitted via e-mail. The student is to demonstrate familiarity with the concerned system and the report must cover the referral, intervention, and follow-up process.

Grading Criteria:	Mentor Contact Log:	Maximum points = 100
	Written Reports:	Maximum points = 100
	Final Field Practicum Report:	Maximum points = 100

- Mentor contact logs which do not demonstrate at least a 50 percent in-person contact level, will receive a 50 percent reduction in points.
- Late reports will receive a 10 point reduction each.
- Reports not submitted through e-mail, will not be accepted.

Points	Percent	Letter Grade
90 - 100	270 - 300	A
80 - 89	240 - 269	B
70 - 79	210 - 239	C
0 - 69	0 - 209	F

MENTOR CONTACT LOG				
Student Name:		Mentor Name:		Semester:
Date	Location/Setting/Means	Time of Contact	Length of Contact	Reason for Contact

IPCM Project Mentor Site Information

Name Jan Kirkland Site Sacred Child Project
Job Title Data Coordinator Address PO Box 900 Belcourt, ND
Phone (701) 263-4090 58316
Email nadeaujan@hotmail.com

I want the IPCM students to know about the following areas of my job. (Check those selected) Briefly list or describe what you intend to cover.

☒ 1. The children and families I serve
Children are high risk with behaviors and disabilities

☐ 2. The agency mission, processes and procedures.
see attached brochure.

☐ 3. My daily schedule/routine.
8am - 4:30 pm - Visit w/ families

☐ 4. Legal, regulatory, and other paper requirements of the job.
Referrals, POC (Plan of Care), Sign in Sheets for meetings, data collection instruments, Confidentiality is stressed -

☐ 5. Other agencies I deal with.
IHS mental Health, Child Welfare, Tribal Court, Area Schools, Tribal Shelter, Youth Alcohol/Drug, Alternative Schools, Federations of Families - Victims of Crime, Rolla Social Services, Family Violence Center,

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□6. Plans and/or reports that I develop.

Plans of Care, Family Contact Reports,

□7. Treatments that I conduct or monitor.

We monitor child's progress in schools, home, residencies

□8. Meetings and conferences I attend.

Family Support Team Meetings - 504 Planning, JCSCC - CC40 - 638 meetings, Perm Planning, Child Welfare Meetings, Federation of Families, All required Conferences by Sacred Child Project, Bismarck

□9. Materials about my agency (ie: videos, brochures, books, etc.)

enclosed -

□10. Ethical Considerations.

We are positive based - never give up on child, Parents know rights, Parents have voice & choice, Parents own Plans of Care -

□11. Other

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IPCM Project Mentor Site Information

Name Marla Kulig Site Rehab Services, Inc.

Job Title Executive Director Address 1421 2nd Ave SW

Phone 839-4240 Minot ND 58701

Email

I want the IPCM students to know about the following areas of my job. (Check those selected) Briefly list or describe what you intend to cover.

☐1. The children and families I serve

Adults and children with disabilities and children from families with addictions - the majority of clients we serve have a mental illness and/or substance dependency.

☐2. The agency mission, processes and procedures.

The mission of Rehab Services is to provide consumer-driven rehabilitation, vocational, and independent living services for people with disabilities-- addressing equal rights, equal access, and equal opportunities.

Referral process varies with each program - some from North Central Human Service Center, others are self referrals.

☐3. My daily schedule/routine.

There is no such thing - it varies daily, however I try to be on-site between 8 a.m. and 3 p.m. at one of five locations - it covers fiscal, programs, and personnel management, resource development to pulling weeds.

☐4. Legal, regulatory, and other paper requirements of the job.

Follow State and Federal guidelines (ex. confidentiality), contract negotiation and design - insurances - Worker's Compensation, fiscal management (OMB Circular A-122) - annual reports)

☐5. Other agencies I deal with.

Trinity, Uni-Med, North Central Human Service Center, Ward County Social OIA (Office of Intergovernmental Assistance), ND Department of Human Services, ND Division of Drug and Alcohol and Mental Illness, Probation and Parole, schools, Vocational Rehabilitation, Tribal Courts, etc.

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□6. Plans and/or reports that I develop.

Annual budget and reports

Program plans

Grants

□7. Treatments that I conduct or monitor.

Riverbend, Supported Employment, Transitional Employment, Community Living programs, Job Placement, Community Companion Program, ReStore and Extended Services, SMI Housing and Y.E.S. Program.

□8. Meetings and conferences I attend.

Minot Area Behavioral Health Network/State task force for Dually Diagnosed

Public Information Greetings (variety)

Private Providers in Rehabilitation variety of conferences

□9. Materials about my agency (ie: videos, brochures, books, etc.)

Brochures

Videos

□10. Ethical Considerations.

Client rights and confidentiality

□11. Other

IPCM Project Mentor Site Information

Name Marcie Call Site DJS

Job Title Custodial Care Coordinator Address 418 E. Broadway Suite 224

Phone 328-3940 Bismark, N.D

Email (3941)

I want the IPCM students to know about the following areas of my job. (Check those selected) Briefly list or describe what you intend to cover.

☐1. The children and families I serve

Delinquent kids & families @ ED.* Axis I (BD usually as well but the E.D. diagnosis is needed).

☐2. The agency mission, processes and procedures. To provide a continuum of services to juv delinquent & unruly youth in JVD & to protect soc from these youth who are a danger to themselves & others. This will be accomplished thru the dev of a treatment & rehab plan for each youth & thru the provision of an

☐3. My daily schedule/routine.

Work 7-5:30 M-Th. Available 24 hours day. On call.

(1) Agency that hires Marcy can be reimbursed

☐4. Legal, regulatory, and other paper requirements of the job. through

- Time accounting for medical assistance

(2) Treatment Planning ← plan of care developed by childs team. + systematic way to address problem. Very structured.

☐5. Other agencies I deal with.

Juvenette Court

Human Services Centers - Therapuetic + work on a variety of issues

Schools, tribal govt's.

Indian Child Welfare Act Connection

increased delinquency in Burleigh County

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□6. Plans and/or reports that I develop.

Case plans (Treatment)
Reviewed quarterly.
Monthly progress notes (Into file)
Medicaid time logs cross

□7. Treatments that I conduct or monitor.

1) Equip Cognitive Restructuring.
Not voluntary. DJS case managers refer the student.

□8. Meetings and conferences I attend.

Court ~ answer subpenas as hearings + issues come. Twice monthly meeting @ case coordinators. Weekly DJS meetings. IEPS - commonly. Upon students request

□9. Materials about my agency (ie: videos, brochures, books, etc.)

□10. Ethical Considerations.

suggestion challenge

- Meet all needs of programs work @ 1) Child best interest 2) Family 3) Public Safety.

□11. Other

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IPCM Project Mentor Site Information

Name Dr. Julie Lewis Site Trinity

Job Title _____ Address _____

Phone _____ _____

Email _____

I want the IPCM students to know about the following areas of my job. (Check those selected) Briefly list or describe what you intend to cover.

☐1. The children and families I serve

wide range
-as young as 6- geratic range
-don't do family therapy
-family problem solving

☐2. The agency mission, processes and procedures.

Mi - provide quality mental health care

- notes from 1st mtg -

recommend various options - most available here
- may refer out -

☐3. My daily schedule/routine.

- 10 mins between patients
- 60-65 hrs per week -

☐4. Legal, regulatory, and other paper requirements of the job.

affiliated through Trinity
- Serve everyone -
- dictation

☐5. Other agencies I deal with.

schools courts drug management
partnership
domestic violence

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IPCM Project Mentor Site Information

Name Paula Johs Site Trinity Mental Health Plaza

Job Title Mental Health therapist Address 123 1st St. SW

Phone 701-857-5974

Email PJohs@minot.com

I want the IPCM students to know about the following areas of my job. (Check those selected) Briefly list or describe what you intend to cover.

☐1. The children and families I serve

Paula serves children and families with a variety of adjustment problems. She focuses mainly on adolescent care within the family setting. Paula deals with teen-agers that are oppositional, have conduct disorders, problems related to ADHD and drug/alcohol problems.

☐2. The agency mission, processes and procedures.

Provide mental health needs through a variety of agencies, like Trinity Hospital, Trinity Health Center Unimed, and Dakota Boys Ranch. One of the main goals of her work is to improve the individual client in all aspects of their health. She works with interagency committees throughout her working day. Goes after the "Whole Person."

☐3. My daily schedule/routine.

Mornings are pretty much her time. Noon hour and afternoon meetings are very common throughout the week. Group sessions are held in the afternoon and into the evening hours. A very flexible schedule characterizes Paula's work week.

☐4. Legal, regulatory, and other paper requirements of the job.

Documentation is required by the hospital she works for and she needs to keep accurate records in regards individual assessments, treatments, and the social history of each client. Recommendations are made by her in regards to the type of counseling a client receives. Confidentiality is a major issue in therapist client relationships.

☐5. Other agencies I deal with.

Partnership Project for Families — WARD County

Village Family Services — Juvenile Court/Probation

Dakota Boys Ranch — Rehab Services

North Central Human Services — Darveaux-Enton & Associates

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IPCM Project Mentor Site Information

Name K. Jean Fruehm, LPC Site Trinity Mental Health
Trinity Mental Health
Job Title Therapist Address 1900 8th Ave. S.E.
Phone 357-5974
Email

I want the IPCM students to know about the following areas of my job. (Check those selected) Briefly list or describe what you intend to cover.

☐1. The children and families I serve

Introduction into available programs we offer, meet with case managers, discuss various treatment planning options & reccommendations.

☐2. The agency mission, processes and procedures.

Review/introduction to areas of confidentiality, admission criteria in outpt. setting, process of therapy, treatment planning & discharge criteria

☐3. My daily schedule/routine.

What is involved in a typical day of a therapist, discuss various cases, reviewing progress or lack of w/ clients, etc.

☐4. Legal, regulatory, and other paper requirements of the job.

Present info. on chart requirements & standards

☐5. Other agencies I deal with.

When referrals are recommended & why, how to incorporate other systems into meeting client needs.

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□6. Plans and/or reports that I develop.

Complete review of requirements for each client, looking at various documents required

□7. Treatments that I conduct or monitor.

Discussion, introduction into therapy techniques, including group & individual or family work.

□8. Meetings and conferences I attend.

Intro. into requirements of licensure and/or topics of interest for student

□9. Materials about my agency (ie: videos, brochures, books, etc.)

Introduction to providers in agency and to their work or areas of expertise

□10. Ethical Considerations.

Confidentiality
When to refer
When should I not accept a case?, etc.

□11. Other

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IPCM Project Mentor Site Information

Name Scott Hopwood
Site Dept. of Juvenile Services
Job Title Case Manager
Address 401 S. Main Suite 102
Phone 857-7688
Minot, ND 58701
Email

I want the IPCM students to know about the following areas of my job. (Check those selected) Briefly list or describe what you intend to cover.

☐1. The children and families I serve

Counties of Ward, Burke, McHenry, Bottineau, Montrail

☐2. The agency mission, processes and procedures.

to provide a continuum of services to juvenile delinquents and unruly youth in ND and to protect society from those youth.

☐3. My daily schedule/routine.

Permanency Planning, Comp Children's Welfare information, Payment systems, Treatment & rehabilitation plans

☐4. Legal, regulatory, and other paper requirements of the job.

work M-F 8am-5 and on call 24 hrs per day
case load -30

☐5. Other agencies I deal with.

juvenile court	Foster Care	Residential Care
public schools	Police Dept.	Treatment Facilities
mental health agencies	Sheriff's Dept.	

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□6. Plans and/or reports that I develop.

Intake — Followup
Court hearings — quarterly reports
interventions/programs — assessment
transition

□7. Treatments that I conduct or monitor.

Equip Program

□8. Meetings and conferences I attend.

Conferences
DTS training sessions

□9. Materials about my agency (ie: videos, brochures, books, etc.)

Employee handbook
Patient rights packets

□10. Ethical Considerations.

Confidentiality
Professionalism

□11. Other

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Lorie Haynes from Enid

IPCM Project Mentor Site Information

Name Sydney Hove Site Dept. of Juvenile Serv.
Job Title Case Manager Address 401 S. Main, Suite 10
Phone 857-7688 Minot, N.D. 58701
Email shove@pioneer.state.nd.us

I want the IPCM students to know about the following areas of my job. (Check those selected) Briefly list or describe what you intend to cover.

☐1. The children and families I serve

The counties of: Bottineau, Montrail
McHenry, Burke, Ward

☐2. The agency mission, processes and procedures

EPS that focus on family issues are helpful to DJS because families can be better understood to provide a continuum of services to juveni delinquent and unruly youth in N.D. and to protect society from those youth who are no longer to themselves and others. This will be accomplished through the development of a treatment and rehabilitation plan for each youth and through the provision of and arrays of services by a dedicated staff who will ensure that services are delivered in the least restrictive environment.

☐3. My daily schedule/routine

On call 24 hours a day. Work 8-5. Working lunch. DJS forms to fill out. Corey & Sydney hand write out their own notes for Cabmen to type on computer. Case load - 30

☐4. Legal, regulatory, and other paper requirements of the job.

I deal with Permanency Planning, Comprehensive Children's Welfare Information and Payment System, degree in Behavioral Science of Criminal Justice, Treatment & rehabilitation plans, within 10 days of commitment followed by quarterly reports submitted to supervisor Susan Wagner, Regional Case Manager.

☐5. Other agencies I deal with.

juvenile court public schools
mental health agencies
residential care & treatment facilities
foster care
Police departments
Sheriff's department

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□6. Plans and/or reports that I develop.

Intake Court hearings
Interventions/Programs
Follow-up Quarterly reports
Transition assessment through Strategies for Juvenile Supervision and Classification Risk Assessment

□7. Treatments that I conduct or monitor.

Equip. Program - social skills, moral reasoning, anger management, thinking errors and tracking.
Any treatment that clients are involved with.

□8. Meetings and conferences I attend.

Conferences pertaining to work.
three-day DJS training sessions
SJS training, CCWIP's, EQUIP

□9. Materials about my agency (ie: videos, brochures, books, etc.)

Employee handbook
Parents are highly informed of their rights when child comes into the system. The parents can file a grievance procedure if they are not satisfied with any part of their child's treatment.

□10. Ethical Considerations.

Confidentiality
Professionalism
Parent waiver needed for law officer to talk to client. Kids need to be truthful and honest with law officer.

□11. Other

Care, custody, and control of the juvenile are under Minot DJS, Al Link of Bismarck and then Elaine Little, director of corrections.

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Celeste Hove
+
Tracey Eriksmoen

NORTH DAKOTA PARTNERSHIPS

Serious Emotional Disorders

The problems of youth who have serious emotional disorders can be prolonged and severe. The disorders cause impairment in a child's ability to successfully perform at school, in the community, in the family, or with peers. Youth with serious emotional disorders have difficulty exercising appropriate emotional control and behavior toward self and others and may have impaired judgement or thinking.

As a result of serious emotional disorders, family disruption and/or out-of-home placement frequently occurs. Furthermore, the problem often results in the youth and their families becoming involved with several major child-caring agencies including mental health, juvenile justice, child welfare, substance abuse, and special education.

The North Dakota Partnerships Project

The North Dakota Partnerships Project recognizes the difficulties and challenges that children with serious emotional disorders and their families experience. It is designed to build a parent-professional partnership to assist families in accessing services in the community.

The North Dakota Partnerships Project is primarily funded through a five-year $12.8 million grant from the Center for Mental Health Services. It is one of 39 national demonstration sites offering treatment through a system of care that is family-friendly, collaborative, and cost effective.

The Difference

Comprehensive Care Teams. Since the ultimate goal is to empower youth to achieve their potential, many different players are involved. Partnerships recognizes the common goal and provides a framework within which a single care plan is drafted and carried out by the family, school, health and mental health providers, social services, juvenile justice, or others who know the child well.

Family Centered, Family Driven. The Partnerships approach changes the way families and providers interact. The Partnership Project represents a paradigm shift that empowers the family to ask for and receive the most appropriate services for their child and family. Services are "wrapped around" the individual and unique needs of each family. Care plans are flexible and creative, based on the actual needs of the family.

Strength-Based. Family and child strengths, rather than deficits, become the focus of the care plan. Families are encouraged to build upon their existing strengths as a way to provide appropriate services for their child.

A Unique Care Philosophy. A hallmark of the North Dakota Partnerships Project is a heightened respect for the values, concerns, and unique needs of children with serious emotional disorders and their families. Commitment to the family is unconditional; care teams promise to continue to work with the child and family, even through the most difficult times.

The Benefits

Strengthening the Family and the Community. Unified families are the basis for solid communities. The Partnerships Project strives to design a care plan that will treat the child in the least restrictive environment. This means that families are provided with support services that enable them to access community-based treatment for their child. Alternatives to out-of-home placements are offered whenever possible.

A Single, Unified Care Plan. In a traditional system, one child may have several different plans from the various helping agencies. Sometimes these plans conflict with each other or duplicate services. Interagency communication and collaboration means a family can seek out and implement a comprehensive treatment strategy for their child.

Cost-Savings. A limited number of dollars are available to treat children's mental health problems in North Dakota. By avoiding duplicated services across service agencies and by enabling the family to choose less restrictive, community-based services, children with serious emotional disorders receive the best treatment for less money.

Service Availability

The North Dakota Partnerships Project services North Dakota youth who:

- Are up to 20 years old
- Have been diagnosed with a serious emotional disorder
- Is placed out-of-home or is at risk of out-of-home placement or has a Global Assessment of Functioning (GAF) score of 50 or below
- Has service needs involving two or more community agencies such as mental health, substance abuse, health, education, juvenile justice, or child welfare
- Has had the problems for more than one year or the problems are expected to last one year

North Dakota Families may access the services of the North Dakota Partnerships Project through self-referral or through a referral from a mental health or other service agency. The North Dakota Partnerships Project serves approximately 300 families in the Minot, Fargo, and Bismarck regions including 23 counties.

One Project...Three Regional Offices

Each site has an existing interagency group which is responsible for planning and coordination of services for at-risk children and families. Sites were selected to serve the greatest number of children within both rural and urban settings.

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Fargo, ND 58108
(701)232-2452

For Additional Information about family involvement, family advocacy, and the Federation of Families, contact **Liz Sweet, Director, North Dakota Federation of Families**, P.O. Box 3061, Bismarck, ND 58502-3061. Tel:(701)222-1232; Fax: (701)255-2907.

For general information, contact: **Paul Ronningen, State Project Director**, North Dakota Department of Human Services, Division of Mental Health and Substance Abuse, 600 South 2nd Street, Suite #1D, Bismarck, ND 58504-5729; (701)328-8944 or (800)755-2719; E-mail: cdpds.soronp@ranch.state.nd.us.

GLOSSARY OF TERMS

Care Coordinator: An individual who is responsible for assembling family teams and facilitating the overall implementation of the wrap-around planning model. As needed, this individual coordinates mental health, social work, education, health, vocational, transportation, advocacy, respite, and recreational services.

Child and Family Centered: A basic principle of wrap-around planning which includes the child and family in every phase of the work. The team emphasizes the family's strengths and skills and listens to and treats the family with respect. Family feedback is actively sought as a means of enhancing accountability and creating midcourse corrections.

Child and Family Team: The parents, the child (when appropriate) and the four to eight individuals who know the family best. Team members should know the strengths and needs of the family. This team is selected by the family and is responsible for developing wrap-around plans that include crisis plans plan implementation and support, and long-term supports.

Community Based: Local determination of the organization and array of services offered to children and families. Community-based services are conveniently located in the local community or rural area where the child and his/her family live. Restriction or institutional care should be used for brief stabilization only.

Cultural Competence: Help that is sensitive and responsive to cultural differences. Caregivers are aware of the impact of their own culture and possess skills that help them provide services that are culturally appropriate in responding to people's unique cultural differences, such as race and ethnicity, national origin, religion, age, gender, sexual orientation, or physical disability. They adapt their skills to fit a family's values and customs.

Emergency and Crisis Services: A group of services that are available 24 hours a day, 7 days a week, to help during a mental health emergency. When a child is thinking about suicide, these services could save his or her life. Examples: telephone crisis hotlines, crisis counseling, crisis residential treatment services, crisis outreach teams, and crisis respite care.

Family Support Services: Help designed to keep the family together and to cope with mental health problems that affect them. These services may include consumer information workshops, in-home supports, family therapy, parent training, crisis services, and respite care.

Flexible Funds: a pool of dollars (usually from a variety of funding sources) which is easily accessible for the purpose of meeting the "unique service needs" of children and families.

Plan of Care: A treatment plan designed with each child or family. The caregiver(s) develop(s) the plan with the family. The plan identifies the child's and family's strengths and needs. It establishes goals and details appropriate treatment and services to meet his or her special needs.

Respite Care: A service that provides a break for parents who have a child with a serious emotional disorders. Some parents may need this help every week. It can be provided in the home or in another location. Trained parents or counselors take care of the child for a brief period of time. This gives families relief from the strain of taking care of a child with a serious emotional disturbance.

Serious Emotional Disorders: Diagnosable disorders in children and adolescents that severely disrupt daily functioning in the home, school, or community. Some of these disorders are depression, attention-deficit/hyperactivity, anxiety, conduct, and eating disorders.

Wraparound Services: A "full-service" approach to developing help that meets the mental health needs of individual children and their families. Children and families may need a range of community support services to fully benefit from traditional mental health services such as family therapy and special education. See appropriate services, coordinated services, family-centered services, and system of care.

OUR PARTNERS

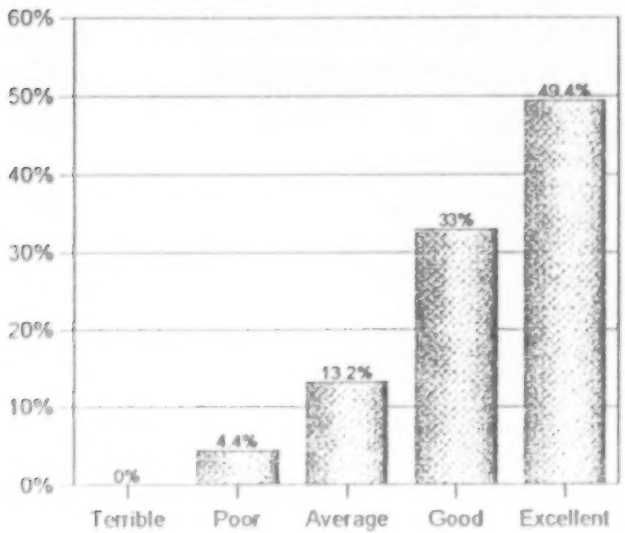
The North Dakota Partnerships Project is, as its name suggests, a collaborative effort of partners including families, mental health agencies, child welfare agencies, juvenile services, and special education. The Partnerships Project underscores the need for community accountability to care for the mental health needs of North Dakota children. Partners make initial child referrals to the Partnerships Project and serve as active members of Child and Family Teams. A sampling of some of the many important partners helping North Dakota children and adolescents follows.

Catholic Family Services
Child/Adolescent Partial Hospital
Child Care Resource and Referral
Child Welfare Services
Children's Psychiatric Hospital
Children's Services Coordinating Committee
Community Action
Community Living Services
Companions for Children
County Commissioners
County Juvenile Court
County Sheriff's Departments
County Social Services
County State's Attorney
Dakota Boys Ranch
Darvaeux, Eaton, and Associates
Department of Human Services
Division of Juvenile Services
Domestic Violence Center
Families
Family Advocates
Family Health Care Center
Federation of Families
First District Health Unit
Head Start
Institute for Rural Development
Job Service of North Dakota
Kid's Kingdom
Local Police Departments
Lutheran Social Services of North Dakota
MedCenter One
Mental Health Assoc. in the Red River Valley
Minot State University
North Central Human Service Center
North Dakota Mental Health Association
North Dakota Alliance for the Mentally Ill
Pathfinder Family Center
Police Youth Bureau
Professional Association of Treatment Homes
Rehabilitation Services
Rural Mental Health Consortium
Schools (public and private)
South Central Juvenile Court
Southeast Human Service Center
Special Education Units
St. Alexius Medical Center
Trinity Stepping Stones
UniMed
Village Family Service Center
Vocational Rehabilitation
West Central Human Service Center
Youthworks

Partnership Project Evaluation: Family Opinions Matter

Family Satisfaction with Services (FSQ)

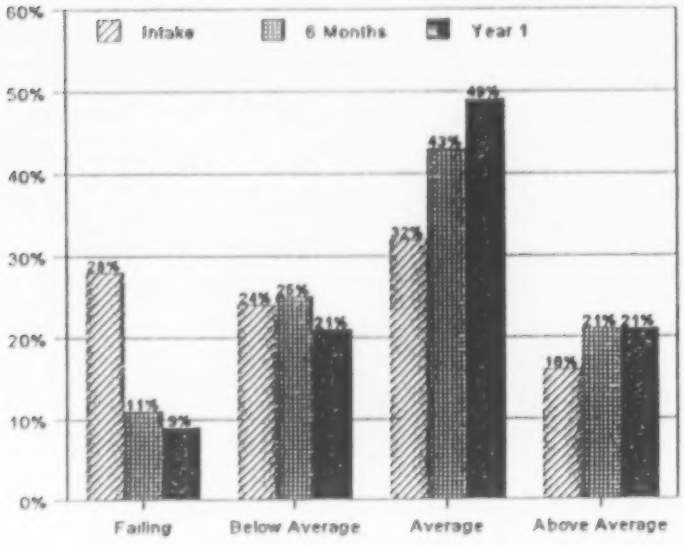
I think the services my child has received in the last 6 months have been....



Family evaluation of services after 6 months (Item 1, n=91)

Partnership Project Evaluation:

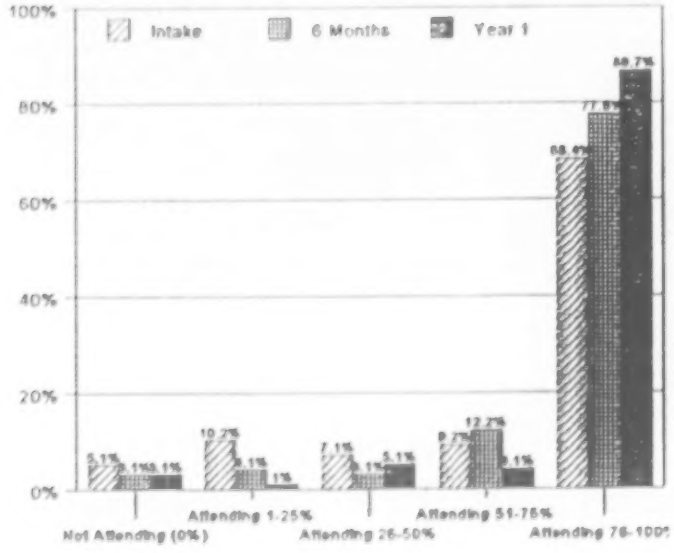
Making Progress - School Performance



School Performance at Intake, 6 Months, and Year 1.

Based on analysis of 90 children who have intake, 6 month and Year 1 school performance data.

Making Progress - Staying in School

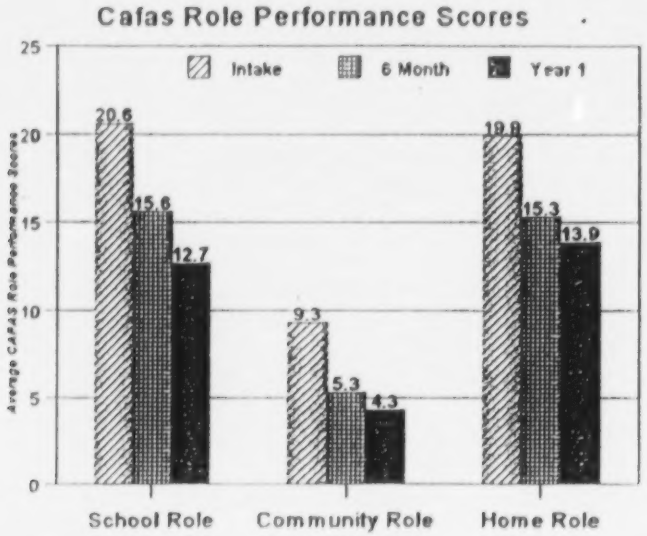


98 children have Intake, 6 Month and Year 1 school attendance information. The majority of these children attend school on a regular basis.

The percentage of children who attended school regularly increased by 18.3% (68.4% at intake vs. 86.7% at 1 Year).

Partnership Project Evaluation:

CAFAS Role Performance Scores (Clinician / Caseworker Reports)



School Role	Community Role	Home Role
(n=98) School Grades Schoolwork/Productivity Behaviors in School	(n=97) Impact on community delinquent behaviors violations of law	(n=97) Compliance at home irresponsible behaviors at home, behaviors annoying to caretakers

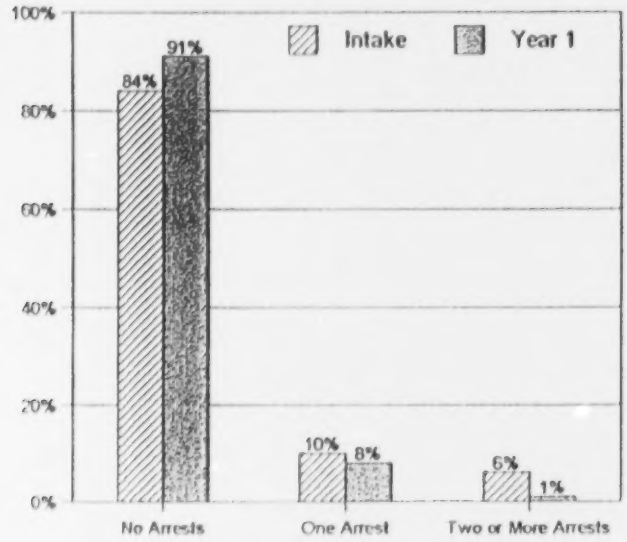
Clinicians assessments indicate improvements in children's role performance scores from intake to 6 months to year 1.

For role performance scores, the higher a score, the more problems the child has. The scores are on an ordinal scale ranging from 0 to 30.

Partnership Project Evaluation:

Making Progress - Community Life

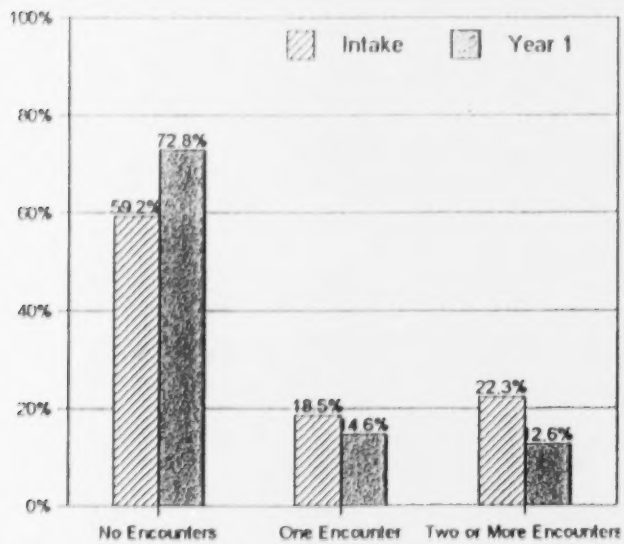
Decreased Number of Arrests



103 children have both intake and year 1 information on the number of arrests. The number of children who have no arrests increased from 84% during the year before intake, to 91% during the year after intake.

While 6% of children had been arrested two or more times during the year before intake, the percentage decreased to 1% during the year after.

Decreased Number of Encounters with Law Enforcement

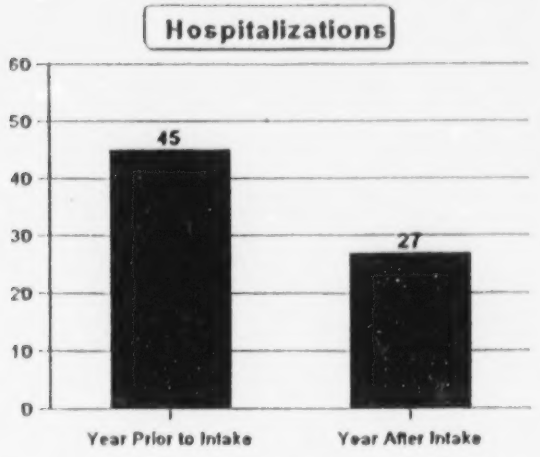


103 children have both intake and year 1 information on the number of encounters with the law. The number of children who have no encounters increased from 59.2% during the year before intake, to 72.8% during the year after intake.

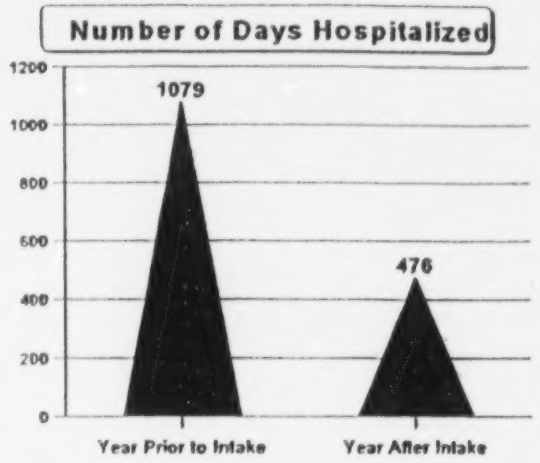
While 22.3% of children had two or more encounters during the year before intake, the percentage decreased to 12.6% during the year after.

An encounter is defined as a contact with police or other law enforcement personnel as a result of a violation of law.

Decrease in Psychiatric Hospitalizations and Number of Days Hospitalized



For 100 youth served by the Partnership Project, 45 had been hospitalized in a psychiatric hospital at least once during the year prior to enrollment. During the year after enrollment, 27 were hospitalized in a psychiatric hospital at least one time.



The total number of psychiatric inpatient days decreased by 56%. At a rate of $800 dollars per day of psychiatric inpatient care, this amounts to reduced hospital costs of **$482,400** for these 100 youth in one year.

Appendix G

Student Portfolio

IPCM Project
Student Teaching Portfolio

IPCM Project
Professional Portfolio

Rationale

The public is increasingly wanting educators to be accountable for their skills and their work. Evidence of this is seen in the revision of federal law (e.g., IDEA "97 accountability and assessment system) and North Dakota's pilot testing of new standards for the Educational Strategist and the Gifted and Talented endorsements. Also, schools are often now requiring both student and teacher portfolios to demonstrate teaching effectiveness and teacher skills.

Students completing the IPCM practicum will construct a professional portfolio. This will provide evidence of teaching competence with individuals with behavioral and emotional disabilities. The portfolio will be evaluated at the end of the practicum, then returned to the student. This document should prove useful as you advance in your career, especially related to the new proposed Educational Strategist standards. Students are encouraged to continue their professional development activities and to update the portfolios periodically.

Structure

The professional portfolio should contain a variety of materials demonstrating goals, accomplishments, and growth in the discipline. This portfolio will be tied to accepted professional standards, is linked to the IPCM's project model and outcomes, and is a professional representation of your abilities. At the heart of the portfolio is a generally accepted set of professional standards. For this portfolio, students will use the Council for Exceptional Children's Knowledge and Skill Statements for Teachers of Students with Emotional and Behavioral Disorders (CEC, 1995). As noted in this document, teachers should demonstrate competence in eight (8) key areas. You will provide evidence in your portfolio of your competence in these areas.

Process

You will be provided with ample support in the development of your portfolio. IPCM staff and the cooperating teaching staff will be able to provide guidance, ideas and feedback on your portfolio entries. Also included in your materials are several activities that you will complete

during your practicum. Each activity can be entered in the appropriate place in your portfolio.

Obviously, your attention to your work will go a long ways in completing your portfolio. **Do not wait until the final week to complete the portfolio!!** You must do a little bit each week for it to be successfully completed.

Description of Portfolio Sections

The follow sections are to be included in the portfolio. The descriptions are to be used as a guide, and are thus minimums for what is to be compiled. All entries should be typed when possible. If you have questions about potential portfolio entries, please speak to the IPCM staff.

Table of contents. A listing of the sections of your portfolio.

Resume/vita. Include an updated copy of your resume of vita. You may want to include copies of your teaching certificate(s) and endorsement(s).

Credential matrix. Include a type copy of the matrix of North Dakota's SED credential requirements and the courses which meet those requirements.

Educational philosophy. A statement of your educational philosophy should be placed here. Several activities will be completed to guide you here. Include those activity materials also.

Readings and reflections. Professionals must stay abreast of the latest literature. Read at least 5 materials (articles, books, etc.) and write a few words about how they apply to the profession.

Peer coaching. Students will engage in at least two peer coaching activities during the practicum. Evidence of the process will be entered here.

Mentoring. Your mentoring experiences will continue during your practicum. If you have completed all of the non-education mentor experiences, then discuss your student-mentor relationship with your cooperating teacher. If you are completing other mentor experiences, enclose copies of those items here.

Technology. Provide evidence of your competence in educational technology. This could include copies of email messages, website addresses or software reviews.

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Evaluations. You will have several evaluation documents to include here. These are your practicum teaching evaluations, supervisor evaluations, and your self-evaluations.

CEC Standards. This will likely be the largest section of your portfolio. For each CEC standard goal area, include evidence documenting your competence. This could include lesson plans, course papers, reading lists, instructional materials you've developed, IEPs, or case studies. For each goal write a brief (2 or 3 sentence) explanation of how your materials exemplify your competence.

Miscellaneous. You may have some materials that just don't seem to fit in one of the above categories. Place those here.

Table of Contents

Resume

NAME: DATE:

SED		IPCM Project	Y/N	Title of Course	When completed
4.0	ND Educator's Professional Certificate	ND Educator's Professional Certificate			
4.1	Should have experience in elementary or secondary education	Should have experience in elementary or secondary education. Secondary must have elementary math and elementary reading methods courses.			
4.2	Education of Exceptional Children (U/G)	SPED 110 (3) Introduction to Exceptional Children			
4.3	Introduction to the area of the Emotionally Disturbed (G)	SPED 590 (3) Introduction to SED			
4.4	Methods of teaching emotionally disturbed children (G)	SPED 597b (3) Elementary & Secondary ED Methods			
4.5	Advance Developmental Psychology (G) or other courses that deal with growth and development of normal children and adolescents	PSY 511 (3) Human Growth & Development			
4.6	Behavior Management (G)	SPED 561 (3) Behavioral Aspects of Exceptional Children			
4.7	Assessment of basic skills and learning disabilities (G)	SPED 550 (2) Special Education Assessment & SPED 533 (1) Clinical Practice or SPED 571 (3)			

4.8	Block A: If 4.4 doesn't include practicum, one from the group below must include direct work with children. One must include information on basic low-level skills to provide background for working with seriously disturbed children. Advanced Seminar (G) Education of Emotionally Disturbed Children (G) Field Experience (G)	SPED 597c (1) Field Seminar in Severe Behavior Disorders			
4.9	Block B: One course required Methods and Materials in Learning Disabilities (G) Advanced Seminar in Learning Disabilities (G) Practicum in Learning Disabilities (G)	SPED 572 (3) Methods of Teaching the Learning Disabled			
4.10	Block L: Two courses required One must include an interdisciplinary orientation, information and practice in staff procedures and training in reporting to other school personnel and parents Family Relationships for Home-School Relationships (G) Interdisciplinary or Communication Resources (G) Consultation in the Schools (G)	SPED 505 (2) Consultation & Supervision in Special Education and SPED 597d (2) Community Supports for Behavior Disorders			
4.11	Block D: One course required Guidance and Counseling (G) Educational Alternatives (G)	SPED 597e (3) Guidance and Counseling in SED			
4.12	Block E: List other related courses include other areas of exceptionally, clinical psychology, social work, administration, remedial reading, language development and disorders				
4.13	Practicum, teaching Emotionally Disturbed Children	Sped 515 (8) Practicum			

Educational Philosophy

Expressing Personal Goals and Priorities

People's goals affect their actions, expectations, and perceptions even when the people are unaware of these goals. Expressing goals makes their examination possible, thereby providing an opportunity for reassessment.

I) Write a few sentences describing how you expect to benefit from your field experience (student teaching).

II) Now look at what you have written. You might want to compare your goals with the following ones:

1. To find out what teaching is really like (i.e., career exploration)
2. To see if I like teaching (i.e., exploring personal preferences)
3. To see if I can really do it (i.e., self-testing)
4. To learn some skills and modify certain habits and characteristics (i.e., training)
5. To develop my own approach or style (i.e., personal style)
6. To apply what I've learned in college to real students and to real classrooms (i.e., theory into practice)

Try considering each of your goals as a variation of one of the six general goal types listed above. If this matching does no violence to your goals, label your goals 1-6, according to which general goal type each represents. Try to rank order your own goals or the six goal types above according to how important each is to you for this particular field experience.

1.
2.
3.
4.
5.
6.

III) What do you conclude? Do you view your field experience primarily as exploratory (goals 1 and 2), as a time to test yourself (goal 3), as a training period (goal 4), as a search for personal identity (goal 5), or as an extension of your college education (goal 6)? Where are your current priorities?

Student Belief Inventory

Name _____ **Date** _____

Many of the beliefs we hold as teachers are derived from our perspectives as students. Later you will respond to a set of statements designed to help you identify your perspective on your field experience as a teacher. In this exercise you will respond to a set of statements intended to elicit your perspective on being a student.

Note: 1 = Strongly disagree ("For the most part, no")
2 = Disagree but with major qualifications ("No, but...")
3 = Agree but with major qualifications ("Yes, but...")
4 = Strongly agree ("For the most part, yes")

Control

1. My instructors should have complete control over each of the following:

1 2 3 4 a. teaching methods
1 2 3 4 b. classroom rules
1 2 3 4 c. selection of textbooks
1 2 3 4 d. curriculum and goals
1 2 3 4 e. administration of the school

2. Each of the following individuals or groups should have a say in educational decisions that affect each of my classes:

1 2 3 4 a. college administrators
1 2 3 4 b. the faculty member in charge
1 2 3 4 c. other faculty members
1 2 3 4 d. myself
1 2 3 4 e. my parents
1 2 3 4 f. state officials
1 2 3 4 g. students in each class

3. Each of the following individuals or groups should have a say in the courses I take:

1 2 3 4 a. faculty members
1 2 3 4 b. state officials
1 2 3 4 c. my parents
1 2 3 4 d. myself
1 2 3 4 e. college administrators

Diversity

4. As a student I want to be treated like all other students when it comes to each of the following:

1 2 3 4 a. methods
1 2 3 4 b. evaluation criteria
1 2 3 4 c. time offered to students
1 2 3 4 d. teacher's expectations for my achievement level

Learning and Motivation

1 2 3 4 5. I learn best when lessons are laid out as a series of carefully sequenced steps.
1 2 3 4 6. I learn best when left on my own to figure things out.
1 2 3 4 7. My motivation for learning derives more from intrinsic interest and curiosity than from external rewards.

Role of the Teacher

1 2 3 4 8. It is more important for me to respect than to like my instructors.
1 2 3 4 9. I prefer my instructors to be friendly and personal rather than to project a businesslike attitude.

School and Society

1 2 3 4 10. I don't think it proper for my instructors to let students know about their political preferences or their criticisms of the college administration.
1 2 3 4 11. Everything that I learn is related to every other thing.
1 2 3 4 12. All students (including myself) should have to study a core of topics that represent the basic elements of a good education.
1 2 3 4 13. My education should emphasize a broad background in the liberal arts, rather than specialized training.

It might be interesting to compare your responses on this Student Belief Inventory with those of your classmates. How do you account for differences and similarities? Another interesting comparison is your responses to the Student Belief Inventory versus your responses to the Teacher Belief Inventory. This will allow you to reflect on the degree to which your perspective on teaching has been influenced by your student perspective and the appropriateness of one to the other.

Comments:

The Teacher Belief Inventory

Name _____ **Date** _____

What if in your field experience you were fully responsible for the learners? Would you be the same teacher as the cooperating teacher or your co-worker(s) (if any), or would you differ in significant ways?

This exercise is designed to help you sort our your beliefs. In order to do it, you must decide the extent to which you, as the teacher in charge, agree or disagree with each of the following assertions. If you are not actually the teacher in charge in your field experience, respond *as if you were in charge.* Circle one response for each assertion. Respond only to those assertions that apply to your field experience.

Note: 1 = Strongly disagree ("For the most part, no")
2 = Disagree but with major qualifications ("No, but....")
3 = Agree but with major qualifications ("Yes, but....")
4 = Strongly agree ("For the most part, yes")

Control

1 2 3 4	1.	I would encourage parents to work with me inside the classroom.
1 2 3 4	2.	Parents would have no right to tell me as a teacher what to do in the classroom.
1 2 3 4	3.	As a teacher I should be left free to determine the methods of instruction that I use in the classrooms.
1 2 3 4	4.	Parents would have the right to visit my classroom at any time if they gave me prior notice.
1 2 3 4	5.	I would consider the revision of my teaching methods if these were criticized by the learners.
1 2 3 4	6.	As a teacher I would rely heavily on the textbook and prepackaged materials, rather than trying to write and design my own.
1 2 3 4	7.	Learners should have some control over the order in which they complete classroom assignments.
1 2 3 4	8.	Learners should have some choice in the selection of classroom assignments.
1 2 3 4	9.	I would feel free to depart from the official adopted curriculum when it seemed appropriate to do so.
1 2 3 4	10.	Parents and other community members should have the right to reject school books and materials.
1 2 3 4	11.	The principal should ultimately determine what and how I should teach.
1 2 3 4	12.	What I teach will probably be heavily influenced by statewide or districtwide standardized tests.
1 2 3 4	13.	As a teacher my primary task would be to carry out the educational goals and curricular decisions that have been formulated by the IEP team.
1 2 3 4	14.	I would give learners some options for deciding *what to* study.
1 2 3 4	15.	Parents should be active in formulating curriculum.
1 2 3 4	16.	Parents should be involved in hiring teachers for their children's school.

1 2 3 4 17. I should be involved in administrative decisions in my school or organization (e.g., allocating the school's budget, hiring staff).

1 2 3 4 18. I would disobey official regulations when I felt that they interfered with the welfare of the learners.

1 2 3 4 19. I would allow learners to go to the bathroom at just about any time.

1 2 3 4 20. It is more important for learners to learn to obey rules than to make their own decisions.

1 2 3 4 21. I would encourage learners to speak spontaneously without necessarily raising their hands.

Diversity

1 2 3 4 22. I would employ multiple and diverse criteria to evaluate learners. It is not fair to use the same criteria to evaluate all learners.

1 2 3 4 23. If I taught classes that differed with regard to learners' academic ability, I would teach them differently.

1 2 3 4 24. I would not expect learners from economically disadvantaged backgrounds to assume the same degree of responsibility for their learning as learners from more economically advantaged backgrounds.

1 2 3 4 25. One of the main problems in classrooms today is diversity among pupils.

1 2 3 4 26. There should be set standards for each grade level and subject, and as a teacher I would evaluate all learners according to these standards.

1 2 3 4 27. I could probably do most for learners who want to learn.

1 2 3 4 28. I would attempt to devote more of my time to the least capable learners in order to provide an equal education for all.

1 2 3 4 29. I would lower my expectations regarding academic performance for those learners who come from economically disadvantaged backgrounds.

Learning

1 2 3 4 30. One of the most important tasks I would face as a teacher is developing individuals into a good working group.

1 2 3 4 31. I would use the comparison of one learner's work with that of another as a method of motivation.

1 2 3 4 32. People learn better when cooperating than when competing with one another.

1 2 3 4 33. I would lead learners through a series of easily mastered steps in such a way that the learners make as few errors as possible.

1 2 3 4 34. I would tell my students exactly what was expected of them in terms of behavior, homework, and lesson objectives.

1 2 3 4 35. Since people learn a great deal from their mistakes, I would allow learners to learn by trial and error.

1 2 3 4 36. I would use grades to motivate learning.

1 2 3 4 37. The sheer interest in learning something new and challenging or of successfully accomplishing a task usually supplies sufficient motivation for learning.

1 2 3 4 38. I would start out as a strict disciplinarian and gradually become more approachable as the learners come to respect my authority.

1 2 3 4 39. As a teacher I would tell learners a great deal about myself.
1 2 3 4 40. I would serve more as a group facilitator than as a transmitter of information.

School and Society

1 2 3 4 41. My political beliefs have no place in my teaching.
1 2 3 4 42. Schools and youth groups should seek to help all learners to fit as smoothly as possible into our present society.
1 2 3 4 43. I would not participate in local political activities when it involved criticism of local school authorities.
1 2 3 4 44. As a teacher I would be concerned with changing society.
1 2 3 4 45. There is a great deal that is wrong with the public schools today, and one of my priorities as a teacher would be to contribute as much as possible to the reform of public schooling.
1 2 3 4 46. The home backgrounds of many learners are the major reasons why those children do not succeed in school.
1 2 3 4 47. Schooling as it now exists helps perpetuate social and economic inequalities in our society.

Knowledge

1 2 3 4 48. It is as important for learners to enjoy learning as it is for them to acquire specific skills.
1 2 3 4 49. In the elementary grades, instruction in the *3 Rs* should take up most of the school day. Other subject areas (e.g., science, social studies) should be given less emphasis in the curriculum.
1 2 3 4 50. Students in high school don't spend enough time on the "basic" subjects.
1 2 3 4 51. Most high school courses try to cover too much material, thereby sacrificing real understanding.
1 2 3 4 52. My subject matter is more a body of content than it is a set of skills to be mastered.

1 2 3 4 53. One of the primary purposes of teaching my subject matter is to develop good work and study habits.
1 2 3 4 54. Schools today pay too much attention to the social-emotional needs of children, and not enough emphasis is given to academic skill development.

1 2 3 4 55. I would emphasize teaching the *3 Rs* more than the skills of problem solving.
1 2 3 4 56. It would be important to me to divide the school day into clearly designated times for different subject areas.
1 2 3 4 57. I would teach the knowledge of different subject areas separately, because important knowledge is overlooked when subjects are integrated.

Comments:

Evaluations

Checklist for lecture-explanation teaching

Name _____ **Date** _____

BEHAVIORS TO BE RATED	Good				Needs Improvement
Organization					
1. Lecture has clear organization and sequence	5	4	3	2	1
2. Uses blackboard, handout, etc., to show organization of lecture	5	4	3	2	1
3. Tells students what (s)he expects students to remember	5	4	3	2	1
4. Repeats key points and summarizes them at end	5	4	3	2	1
5. Avoids digressions	5	4	3	2	1
Delivery					
1. Speaks slowly and clearly	5	4	3	2	1
2. Conveys enthusiasm	5	4	3	2	1
3. Avoids reading from lecture notes	5	4	3	2	1
4. Avoids filler phrases such as "you know"	5	4	3	2	1
5. Avoids nervous gestures	5	4	3	2	1
6. Maintains eye contact with students	5	4	3	2	1
7. Uses humor	5	4	3	2	1

Comments:

PRACTICUM RATING FORM

tudent: _____ Practicum Teacher: _____ Date: _____

nstructions: Rate each item below either a "0" - no competence, "1" satisfactory performance, or "2" - superior performance. Use the total of all items o assign a grade using the rating scale.

19 - 9 = A 8 - 7 = B 6 - 5 = C 4 - 3 = D 2 - 1 = F

___ 1. Is prompt in meeting time commitments as stated in Practicum Contract and as assigned by Practicum Teacher.

___ 2. Establishes and maintains open communication with students, teacher, teacher aides, and administrators.

___ 3. Utilizes appropriate animation and voice level.

___ 4. Expresses ideas clearly and concisely.

___ 5. Provides meaningful constructive feedback and social reinforcement to students.

___ 6. Maintains consistency in the application of behavior management strategies.

___ 7. Demonstrates a positive affect in the classroom environment.

___ 8. Provides an acceptable model of self-control (behavioral/emotional) for students (i.e. keeps own needs independent from students, displays professional demeanor).

___ 9. Demonstrates personal initiative, independence, and flexibility in the exercise of instructional responsibilities.

___ 10. Maintains personal grooming and dress appropriately for classroom activities.

___ 11. Overall evaluation (use the average of all scores of items 1-10).

Comments: _____

_____

_____

Recommendations: _____

_____

_____

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Behaviors That Increase Student Participation 1. Calls on nonvolunteers 2. Redirects question 3. Praises student responses 4. Invites student-initiated questions Behaviors That Elicit Thoughtful Responses 1. Asks higher cognitive questions 2. Pauses 3-5 seconds after asking a question 3. Asks follow-up questions to an initial response Negative Behaviors 1. Reacts negatively to student response 2. Repeats own question 3. Asks multiple questions 4. Answers own questions 5. Repeats student's answer Strong Points of Lesson Suggestions for Improvement	

Exhibit 9.3. Checklist for question-and-answer teaching

CIRCLE ONE OF THE FOUR CHOICES IN FRONT OF EACH STATEMENT, THE FOUR CHOICES MEAN:

F = Very Much False
f = More False Than True
t = More True Than False
T = Very Much True

This Teacher:

F	f	t	T	is always friendly toward students.
F	f	t	T	knows a lot about the subject.
F	f	t	T	is never dull or boring.
F	f	t	T	expects a lot from students.
F	f	t	T	asks for students' opinions before making decisions.
F	f	t	T	is usually cheerful and optimistic.
F	f	t	T	is not confused by unexpected questions.
F	f	t	T	makes learning more like fun than work.
F	f	t	T	doesn't let students get away with anything.
F	f	t	T	often gives students a choice in assignments.

Exhibit 9.1. Pupil Observation Survey. Source: Research and Development Center for Teacher Education, The University of Texas, 1967.

IPCM Project
Practicum Progress Report

This document lists competencies required of successful teachers. They are grouped under the major categories of Teaching Process, Curriculum, Learners, and the Professions. The Report includes some items that may not be observed or experienced in every practicum site. However, it does serve as a guide for professional expectations.

The Report can be used in several ways. Students will be expected to use it for self-evaluation. This may be done at the beginning and at the end of the practicum experience. The cooperating teacher can use the Report to guide the student through various instructional activities. The teacher may also complete the Report to evaluate student progress. Finally, the university supervisor may use the report for interim or final evaluations. It also serves as a base for discussion of student experiences. Overall, it can serve as a communication device for all parties in the practicum experience.

(Adapted from materials developed at the University of Lincon-Nebraska, 1994.)

IPCM Project
Practicum Progress Report

Name _____ Date _____

Building _____ District/City _____

Dates Taught ____ to ____ Grade Level _____ Endorsement Area/Level _____

Cooperating Teacher _____ University Supervisor _____

Rating Description

1 = Does not demonstrate the competency (unsatisfactory)
2 = Sometimes demonstrates the competency (supervision needed)
3 = Demonstrates skill level expected of a first-time student teacher (**the Standard**)
4 = Meets the Standard plus demonstrates methods/skills equal to or better than most student teachers
5 = Demonstrates exemplary methods/skills beyond the Standard; the need for supervision will be minimal
Blank = Competency not observed

1.00 TEACHING PROCESS

1.10 Planning: Plans activities to achieve learner objectives

____ 1.11 Writes unit/daily lesson plans that demonstrate an understanding of the program goals and objectives
____ 1.12 Writes unit/daily lesson plans that are related to IEP objectives
____ 1.13 Organizes content and uses material in a manner consistent with needs and abilities of students
____ 1.14 Develops data-based individualized educational plans (IEPs)
____ 1.15 Demonstrates an ability to select, plan, and organize activities at the correct level of difficulty based on assessment of students' needs
____ 1.16 Develops activities based on IEP objectives

1.20 Classroom Management: Organizes the environment to facilitate learning

____ 1.21 Communicates and maintains standards for behavior and achievement
____ 1.22 Minimizes management routines and transition time
____ 1.23 Uses grouping to encourage peer interaction
____ 1.24 Is quick to sense classroom management problems and is effective in handling them
____ 1.25 Demonstrates awareness of all activity in the learning environment
____ 1.26 Modifies planned strategies (deals effectively with unexpected situations)
____ 1.27 Designs intervention plans employing natural consequences or other theory-based behavior management models
____ 1.28 Demonstrates the ability to create and manage varied classroom organizational patterns that are consistent with and supportive of varied learning situations.
____ 1.29a Maintains order and a positive learning environment through effective teaching.
____ 1.29b Exercises reasonable responsibility for student management throughout the entire building.

Rating Description

1 = Does not demonstrate the competency (unsatisfactory)
2 = Sometimes demonstrates the competency (supervision needed)
3 = Demonstrates skill level expected of a first-time student teacher (the Standard)
4 = Meets the Standard plus demonstrates methods/skills equal to or better than most student teachers
5 = Demonstrates exemplary methods/skills beyond the Standard; the need for first-year supervision will be minimal
Blank = Competency not observed

1.30 Teaching Methods: Presents tasks at the pupil's instructional level

____ 1.31a Focuses students' attention on the lesson with various techniques
____ 1.31b Presents information accurately and clearly including purpose, setting, and modeling
____ 1.31c Creates a climate in which students display initiative and assume a personal responsibility for learning
____ 1.31d Personalizes and praises specific behaviors appropriately
____ 1.31e Checks for understanding
____ 1.31f Provides relevant and positive feedback
____ 1.31g Uses class time effectively
____ 1.31h Provides meaningful closure
____ 1.32 Uses a variety of teaching models and resources
____ 1.33 Exhibits ability to translate knowledge into meaningful activities
____ 1.34 Provides for high level thinking skills (Bloom's Taxonomy: application, analysis, synthesis, and evaluation)
____ 1.35 Demonstrates appropriate teaching attributes, including:
____ 1.36a Poise and confident
____ 1.36b Has suitable and standard language for the level taught
____ 1.36c Uses appropriate nonverbal behavior
____ 1.36d Shows initiative in dealing with students and professional staff
____ 1.36e Fosters self-reliance in students

1.40 Decision Making Skills: Makes appropriate decisions about the teaching act

____ 1.41 Makes appropriate decisions in the act of planning instruction [Selects: a) goals, objective, and assessment procedures at the correct level of difficulty, b) teaching models that are consistent with objectives and c) activities that are congruent with objectives.]
____ 1.42 Makes appropriate decisions in the act of teaching ("with-it-ness," monitoring and adjusting instruction.)
____ 1.43 Makes appropriate decisions about the selection of content taught and the proportion of time devoted to the instruction of major and minor issues
____ 1.44 Uses a variety of behavioral intervention techniques

1.50 Technology: Applies techology effectively

____ 1.51 Understands and uses a variety of audio-visual resources
____ 1.52 Demonstrates effective use of instructional technology

Comments for Teaching Process

Rating Description

1 = Does not demonstrate the competency (unsatisfactory)
2 = Sometimes demonstrates the competency (supervision needed)
3 = Demonstrates skill level expected of a first-time student teacher **(the Standard)**
4 = Meets the Standard plus demonstrates methods/skills equal to or better than most student teachers
5 = Demonstrates exemplary methods/skills beyond the Standard; the need for first-year supervision will be minimal
Blank = Competency not observed

2.00 THE CURRICULUM

2.10 Specialty Studies: Exhibits knowledge of content area(s)

____ 2.11 Exhibits breadth and depth of subject-area knowledge
____ 2.12 Displays interest and enthusiasm for subjects taught
____ 2.13 Understands and uses knowledge and skills unique to the subject area

2.20 The School Curriculum: Follows school curriculum and policies

____ 2.21 Demonstrates understanding of the curriculum and policies
____ 2.22 Understands and follows applicable policies and regulations

Comments for the Curriculum:

3.00 THE LEARNERS

3.10 Developmental Level: Considers students' developmental level in teaching

____ 3.11 Exhibits an understanding of the developmental levels and characteristics of individual students
____ 3.12 Exhibits an understanding of the needs, abilities and interest of individual students
____ 3.13 Provides for students' individual learning styles and needs.

3.20 Special Needs: Meets the special needs of all students

____ 3.21 Implements student program with other team members
____ 3.22 Influences positive changes in an IEP goal/objective
____ 3.23 Seeks consultation from appropriate team members as needed

3.30 Equity: Promotes a positive self-concept for students

____ 3.31 Avoids showing bias/favoritism to students
____ 3.32 Develops rapport with students (evidences a genuine interest in and a respect and concern for all students)
____ 3.33 Plans to meet the needs of all students despite economic class, handicapping conditions, national origin, race, religion, gender, or sexual orientation
____ 3.34 Gives criticism which is constructive, praise which is proper

3.40 Assessment: Identifies and diagnoses learner needs

____ 3.41 Administers formal normative and criterion-referenced tests
____ 3.42 Develops and administers informal assessment tools
____ 3.43 Uses observation effectively to note student behavior/needs
____ 3.44 Interprets the results of commonly used evaluation instruments
____ 3.45 Interprets psychoeducational reports

Rating Description

1 = Does not demonstrate the competency (unsatisfactory)
2 = Sometimes demonstrates the competency (supervision needed)
3 = Demonstrates skill level expected of a first-time student teacher (**the Standard**)
4 = Meets the Standard plus demonstrates methods/skills equal to or better than most student teachers
5 = Demonstrates exemplary methods/skills beyond the Standard; the need for first-year supervision will be minimal
Blank - Competency not observed

3.50 Evaluation: Uses data to make decisions about teaching

____ 3.51 Analyzes data collected through systematic observations
____ 3.52 Uses formal and informal procedures for evaluating students' learning
____ 3.53 Establishes a system for using academic progress data

Comments for the Learners:

4.00 THE PROFESSION

4.10 Attitudes: Shows enthusiasm and interest in teaching

____ 4.11 Exhibits receptive attitude to critiques of professional performance and suggestions made for improvement
____ 4.12 Sets and pursues specific targets for continued professional growth
____ 4.13 Demonstrates commitment to teaching
____ 4.14 Is adaptable and optimistic

4.20 Equity: Provides opportunities for each student to meet success regularly

____ 4.21 Understands and plans for a multicultural/gender-neutral environment
____ 4.22 Communicates fair parameters for student behavior

4.30 Society: Communicates effectively with parents and other professionals

____ 4.31 Works effectively with other teachers and other non-instructional staff
____ 4.32 Works effectively with parents and community members
____ 4.33 Delegates relevant responsibilities to classroom paraprofessional
____ 4.34 Supervises activities of classroom paraprofessional effectively
____ 4.35 Participates in non-instructional teaching responsibilities
____ 4.36 Provide consultation to classroom teachers regarding instructional strategies/adaptations for students with disabilities' academic and/or behavioral programs.

4.40 Ethics: Makes ethical decisions regarding professional issues

____ 4.41 Uses discretion in handling confidential information
____ 4.42 Demonstrates an awareness of ethical considerations in executing professional responsibilities

Comments for the Profession:

Readings and Reflections

Peer Coaching

Practicum Student: _____ Observer: _____ Date: _____

SUMMATIVE OBSERVATION INSTRUMENT

Effective Indicators		Rating	Ineffective Indicators
1.	Begins instruction promptly	5 4 3 2 1	Delays
2.	Handles materials in an orderly manner	5 4 3 2 1	Does not organize or handle materials systematically
3.	Orients students to classwork/maintains academic focus	5 4 3 2 1	Allows talk/activity unrelated to subject
4.	Conducts beginning/ending review	5 4 3 2 1	No Review Provided
5.	Gives specific praise	5 4 3 2 1	Uses general, non-specific praise
6.	Circulates and assists students	5 4 3 2 1	Remains at desk/circulates inadequately
7.	States and applies rules	5 4 3 2 1	Does not state or does not apply rules
8.	Emphasized important point	5 4 3 2 1	Uses vague/scrambled discourse
9.	Expresses enthusiasm verbally/challenges students	5 4 3 2 1	Uses loud grating, high pitched, monotone, inaudible talk
10.	Uses body behavior that shows interest - smiles, gestures	5 4 3 2 1	Frowns, deadpan or lethargic
11.	Stops misconduct	5 4 3 2 1	Delays desist/doesn't misconduct/desists punitively
12.	Maintains instructional momentum	5 4 3 2 1	Loses momentum, fragments non-academic directions overdwells
13.	Takes ongoing data	5 4 3 2 1	Uses no evaluation methods
14.	Follows lesson plan	5 4 3 2 1	No evidence of lesson structure

Feedback notes: _____

_____

_____

Recommendations: _____

_____

_____

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Mentoring

Technology

CEC Standards

CEC Knowledge and Skills for All Beginning Special Education Teachers of Students with Emotional and Behavioral Disorders

KNOWLEDGE AND SKILLS STATEMENTS

BD: Emotional/Behavioral Disorders
1. Philosophical, Historical, and Legal Foundations of Special Education

Knowledge:

K1 Current educational terminology and definitions of students with emotional/behavioral disorders (E/BD), including the identification criteria and labeling controversies, utilizing professional accepted classification systems, and current incidence and prevalence figures.

K2 Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare.

K3 Differences between etiology and diagnosis unique to a variety of theoretical approaches (biophysical, psychodynamic, behavioral, ecological) and their application for students with E/BD.

K4 The historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of E/BD.

K5 The legal system to assist students with E/BD.

Skills:

S1 Articulate the pros and cons of current issues and trends in special education and the field of E/BD.

S2 Articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with E/BD.

S3 Delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs for students with E/BD.

BD: Emotional/Behavioral Disorders
2. Characteristics of Learners

Knowledge:

K1 Physical development, physical disability, and health impairments as they relate to the development and behavior of students with E/BD.

K2 Major social characteristics of individuals with E/BD.

K3 The effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions.

Skills:

(None in addition to Common Core.)

BD: Emotional/Behavioral Disorders
3. Assessment, Diagnosis, and Evaluation

Knowledge:

K1 Essential characteristics of valid behavior ratings scales.

K2 Processes involved in the diagnosis of students with E/BD, including academic and social behaviors in accordance with the current *Diagnostic and Statistical Manual of Mental Disorders* (DSM).

K3 Specialized terminology used in the assessment of E/BD.

K4 Legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with students with E/BD.

K5 Specialized policies regarding screening, referral, and placement procedures for students with E/BD.

Skills:

S1 Prepare accurate formal social assessment reports on students with E/BD based on behavioral-ecological information.

S2 Implement procedures for assessing both appropriate and problematic social behaviors of students with E/BD.

S3 Use exceptionality-specific assessment instruments appropriately for assessing students with E/BD.

BD: Emotional/Behavioral Disorders
4. Instructional Content and Practice

Knowledge:

K1 Current research on E/BD and appropriate ways to apply research findings in the classroom.

K2 Sources of specialized materials for students with E/BD.

K3 Research-supported instructional strategies and practices for teaching students with E/BD.

Skills:

S1 Identify and use prevention and intervention strategies as early as appropriate for use with students with E/BD.

S2 Delineate and apply the goals and intervention strategies and procedures related to a variety of theoretical approaches (including psychodynamic, behavioral, biophysical, and ecological) to students with E/BD.

S3 Use technology applicable to students with E/BD.

S4 Plan, organize, and implement individualized student programs appropriate to the cognitive and affective needs of the student with E/BD with special consideration to use of reinforcement systems and environmental conditions.

Knowledge:

Skills:

S5 Select, develop, adopt, and evaluate curriculum materials and technology applicable to students with E/BD.

S6 Select a functional classroom design (e.g., functional seating, work area, storage) that is effective for students with E/BD.

S7 Establish a consistent classroom routine for students with E/BD.

S8 Delineate and apply appropriate management procedures when presented with spontaneous management problems applicable to students with E/BD.

S9 Establish classroom rules, as well as a means for enforcing these rules, that are applicable to students with E/BD.

S10 Integrate academic instruction, affective education, and behavior management for individual students and groups of students with E/BD.

S11 Evaluate strengths and limitations of the alternative instructional strategies designed for students with E/BD.

S12 Use student-initiated learning experiences and integrate them into ongoing instruction for students with E/BD.

BD: Emotional/Behavioral Disorders
5. Planning and Managing the Teaching and Learning Environment

Knowledge:

K1 Model programs, including career/vocational and transition, that have been effective for students with E/BD.

K2 Issues, resources, and techniques used to integrate students with E/BD into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers.

Skills:

S1 Monitor intragroup behavior changes from subject to subject and activity to activity applicable to students with E/BD.

BD: Emotional/Behavioral Disorders
6. Managing Student Behavior and Social Interaction Skills

Knowledge:

K1 Rationale for selecting specific management techniques for individuals with E/BD.

K2 Continuum of alternative placements and programs available to students with E/BD; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services.

K3 The theory behind reinforcement techniques and its application to teaching students with E/BD.

Skills:

S1 Use a variety of nonadversive techniques (including voice modulation, facial expressions, planned ignoring, proximity control, and tension release) for the purpose of controlling targeted behavior and maintaining attention of students with E/BD.

S2 Develop and implement a systematic behavior management plan for students with E/BD using a variety of behavioral principles (including observation, recording, charting establishment of timelines, intervention technique hierarchies, and schedules of reinforcement).

S3 Select target behaviors to be changed and identify the critical variables affecting the target behavior (such as subsequent events and antecedent events).

S4 Designate certain pupil behaviors as either appropriate or inappropriate for a specific age group based on observation and social validation.

S5 Define and use skills in problem solving and conflict resolution.

BD: Emotional/Behavioral Disorders
7. Communication and Collaborative Partnerships

Knowledge:

K1 Sources of unique services, networks, and organizations for students with E/BD.

K2 Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to students with E/BD.

K3 Collaborative and/or consultative role of the special education teacher in the reintegration of students with E/BD (e.g., classroom/instructional modifications).

Skills:

S1 Use specific behavioral management and counseling techniques in managing students with E/BD and in providing training for their parents.

Knowledge:

K4 Types and importance of information generally available from family, school officials, legal system, departments of social and health services, and mental health agencies.

K5 Role of professional groups and referral agencies in identifying, assessing, and providing services to children and youth with E/BD (e.g., mental health, corrections).

Skills:

BD: Emotional/Behavioral Disorders
8. Professionalism and Ethical Practices

Knowledge:

K1 Consumer and professional organizations, publications, and journals relevant to the field of E/BD.

Skills:

S1 Participate in the activities of professional organizations relevant to the field of E/BD.

Appendix A: CEC Code of Ethics and Standards of Practice (1997)

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.

C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.

D. Special education professionals exercise objective professional judgment in the practice of their profession.

E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.

F. Special education professionals work within the standards and policies of their profession.

G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.

H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

CEC Standards for Professional Practice Professionals in Relation to Persons with Exceptionalities and Their Families.

Instructional Responsibilities

Special education personnel are committed to the application of professional expertise to ensure the provision of quality education for all individuals with exceptionalities. Professionals strive to:

1. Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities.
2. Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of their profession.
3. Create safe and effective learning environments which contribute to fulfillment of needs, stimulation of learning, and self-concept.
4. Maintain class size and case loads which are conducive to meeting the individual instructional needs of individuals with exceptionalities.
5. Use assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
6. Base grading, promotion, graduation, and/or movement out of the program on the individual goals and objectives for individuals with exceptionalities.
7. Provide accurate program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices, for the purpose of decision making.
8. Maintain confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements.

Management of Behavior

Special education professionals participate with other professionals and with parents in an interdisciplinary effort in the management of behavior. Professionals:

1. Apply only those disciplinary methods and behavioral procedures which they have been instructed to use and which do not undermine the dignity of the individual or the basic human rights of persons with exceptionalities, such as corporal punishment.
2. Clearly specify the goals and objectives for behavior management practices in the persons' with exceptionalities Individualized Education Program.
3. Conform to policies, statutes, and rules established by state/provincial and local agencies relating to judicious application of disciplinary methods and behavioral procedures.
4. Take adequate measures to discourage, prevent, and intervene when a colleague's behavior is perceived as being detrimental to exceptional students.
5. Refrain from aversive techniques unless repeated trials of other methods have failed and only after consultation with parents and appropriate agency officials.

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Support Procedures

1. Adequate instruction and supervision shall be provided to professionals before they are required to perform support services for which they have not been prepared previously.
2. Professionals may administer medication, where state/provincial policies do not preclude such action, if qualified to do so or if written instructions are on file which state the purpose of the medication, the conditions under which it may be administered, possible side effects, the physician's name and phone number, and the professional liability if a mistake is made. The professional will not be required to administer medication.
3. Professionals note and report to those concerned whenever changes in behavior occur in conjunction with the administration of medication or at any other time.

Parent Relationships

Professionals seek to develop relationships with parents based on mutual respect for their roles in achieving benefits for the exceptional person. Special education professionals:

1. Develop effective communication with parents, avoiding technical terminology, using the primary language of the home, and other modes of communication when appropriate.
2. Seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for persons with exceptionalities.
3. Maintain communications between parents and professionals with appropriate respect for privacy and confidentiality.
4. Extend opportunities for parent education utilizing accurate information and professional methods.
5. Inform parents of the educational rights of their children and of any proposed or actual practices which violate those rights.
6. Recognize and respect cultural diversities which exist in some families with persons with exceptionalities.
7. Recognize that the relationship of home and community environmental conditions affects the behavior and outlook of the exceptional person.

Advocacy

Special education professionals serve as advocates for exceptional students by speaking, writing, and acting in a variety of situations on their behalf. They:

1. Continually seek to improve government provisions for the education of persons with exceptionalities while ensuring that public statements by professionals as individuals are not construed to represent official policy [illegible] of the agency that employs them.
2. Work cooperatively with and encourage other professionals to improve the provision of special education and related services to persons with exceptionalities.
3. Document and objectively report to one's supervisors or administrators inadequacies in resources and promote appropriate corrective action.
4. Monitor for inappropriate placements in special education and intervene at appropriate levels to correct the condition when such inappropriate placements exist.
5. Follow local, state/provincial, and federal laws and regulations which mandate a free appropriate public education to exceptional students and the protection of the rights of persons with exceptionalities to equal opportunities in our society.

Professional Employment Certification and Qualification

Professionals ensure that only persons deemed qualified by having met state/provincial minimum standards are employed as teachers, administrators, and related service providers for individuals with exceptionalities.

Employment

1. Professionals do not discriminate in hiring on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
2. Professionals represent themselves in an ethical and legal manner in regard to their training and experience when seeking new employment.
3. Professionals give notice consistent with local education agency policies when intending to leave employment.
4. Professionals adhere to the conditions of a contract or terms of an appointment in the setting where they practice.
5. Professionals released from employment are entitled to a written explanation of the reasons for termination and to fair and impartial due process procedures.
6. Special education professionals share equitably the opportunities and benefits (salary, working conditions, facilities, and other resources) of other professionals in the school system.
7. Professionals seek assistance, including the services of other professionals, in instances where personal problems threaten to interfere with their job performance.
8. Professionals respond objectively when requested to evaluate applicants seeking employment.
9. Professionals have the right and responsibility to resolve professional problems by utilizing established procedures, including grievance procedures, when appropriate.

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Assignment and Role

1. Professionals should receive clear written communication of all duties and responsibilities, including those which are prescribed as conditions of their employment.
2. Professionals promote educational quality and intra- and interprofessional cooperation through active participation in the planning, policy development, management, and evaluation of the special education program and the education program at large so that programs remain responsive to the changing needs of persons with exceptionalities.
3. Professionals practice only in areas of exceptionality, at age levels, and in program models for which they are prepared by their training and/or experience.
4. Adequate supervision of and support for special education professionals is provided by other professionals qualified by their training and experience in the area of concern.
5. The administration and supervision of special education professionals provides for clear lines of accountability.
6. The unavailability of substitute teachers or support personnel, including aides, does not result in the denial of special education services to a greater degree than to that of other educational programs.

Professional Development

1. Special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education including but not limited to participation in such activities as inservice training, professional conferences/workshops, professional meetings, continuing education courses, and the reading of professional literature.
2. Professionals participate in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.
3. Professionals in administrative positions support and facilitate professional development.

Professionals in Relation to the Profession and to Other Professionals

To the Profession

1. Special education professionals assume responsibility for participating in professional organizations and adherence to the standards and codes of ethics of those organizations.
2. Special education professionals have a responsibility to provide varied and exemplary supervised field experiences for persons in undergraduate and graduate preparation programs.
3. Special education professionals refrain from using professional relationships with students and parents for personal advantage.
4. Special education professionals take an active position in the regulation of the profession through use of appropriate procedures for bringing about changes.
5. Special education professionals initiate, support, and/or participate in research related to the education of persons with exceptionalities with the aim of improving the quality of educational services, increasing the accountability of programs, and generally benefiting persons with exceptionalities. They:
    a. Adopt procedures that protect the rights and welfare of subjects participating in the research.
    b. Interpret and publish research results with accuracy and a high quality of scholarship.
    c. Support a cessation of the use of any research procedure which may result in undesirable consequences for the participant.
    d. Exercise all possible precautions to prevent misapplication or misutilization of a research effort, by self or others.

To Other Professionals

Special education professionals function as members of interdisciplinary teams, and the reputation of the profession resides with them. They:

1. Recognize and acknowledge the competencies and expertise of members representing other disciplines as well as those of members in their own disciplines.
2. Strive to develop positive attitudes among other professionals toward persons with exceptionalities, representing them with an objective regard for their possibilities and their limitations as persons in a democratic society.
3. Cooperate with other agencies involved in serving persons with exceptionalities through such activities as the planning and coordination of information exchanges, service delivery, evaluation, and training, so that duplication or loss in quality of services may not occur.
4. Provide consultation and assistance, where appropriate, to both regular and special educators as well as other school personnel serving persons with exceptionalities.
5. Provide consultation and assistance, where appropriate, to professionals in nonschool settings serving persons with exceptionalities.
6. Maintain effective interpersonal relations with colleagues and other professionals, helping them to develop and maintain positive and accurate perceptions about the special education profession.

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EXERCISE 5.2 Lesson profile

Like a piece of music, a good lesson can have different "movements" which have various, contrasting moods but which, taken together as a sequence, form a cumulative experience.

With this basic familiarity of the classroom layout, you are equipped to observe the class in action. A useful way to begin is by making a lesson profile of one or two lessons (I.e., class periods). Think of a lesson as a sequence of events; there is a beginning, a middle, and an end. The beginning might entail a demonstration, lecture, film, discussion, presentation of work by groups, set work, or any combination of these and other activities. The end might be used as a period for summary, conclusions, cleaning up, homework assignment, test taking, among other things. You might list the sequence of events that took place during the lesson, indication the approximate length of time each event required, and describing what seem to you to be important aspects of each. You might want to include information about some of the following for each event:

1. Activity of teacher (what is the teacher doing?)
2. Activity of learners (what are the learners doing?)
3. Resources (what resources are utilized?)
4. Noise level (high, moderate, low)
5. Use of space (what regions of the classroom are used?)
6. Concentration level (high, moderate, low)
7. Movement of learners
8. Movement of teacher
9. Number of learners involved
10. Lines of communication (teacher-to-student, student-to-teacher, student-to-student)

There are, of course, other aspects you might want to use. Feel free to improvise. (Use a separate sheet of paper for your lesson profile.)

Miscellaneous

Appendix H

IPCM Trainee Evaluation Instruments and Results

IPCM Project Trainee Questionnaire

Directions	For each item below circle the number which mostly closely corresponds to your experiences/perceptions.

	Excellent		Fair		Poor
Course offerings	5	4	3	2	1
Course delivery schedule	5	4	3	2	1
Course times	5	4	3	2	1
Faculty availability	5	4	3	2	1
Faculty advisement	5	4	3	2	1
Electronic communications training	5	4	3	2	1
Project written materials (brochures, manuals, etc.)	5	4	3	2	1
Project Website materials	5	4	3	2	1
Progress toward completion of degree/credential	5	4	3	2	1

Comments:

Directions:	For each item below, circle the number that mostly closely matches your level of use of each Internet component of the IPCM project. Also write any comments or suggestions for improvement.

	Level of Use					Ideas for improvement/comments.
	Frequently		Some		Rarely	
Use of email	5	4	3	2	1	
Use of IPCM home page	5	4	3	2	1	
Use of IPCM Chatroom	5	4	3	2	1	
Use of IPCM Forum	5	4	3	2	1	

The best thing(s) about the IPCM Project is/are:

Thing(s) about the IPCM Project that need improvement is/are:

IPCM Project Mentor Questionnaire

Directions: For each item below circle the number which most closely corresponds to your experiences/perceptions of the IPCM Project mentoring activity.

		Strongly agree		Not sure		Strongly disagree
1.	The IPCM Project was sufficiently explained to me.	5	4	3	2	1
2.	The mentoring experiences was appropriately described to me.	5	4	3	2	1
3.	The printed materials on the Project and mentoring were helpful.	5	4	3	2	1
4.	The IPCM Project homepage was helpful.	5	4	3	2	1
5.	The IPCM Project students were adequately prepared for the mentoring experience.	5	4	3	2	1
6.	I received appropriate support and information when I had questions.	5	4	3	2	1
7.	The amount of compensation was sufficient for my involvement in mentoring.	5	4	3	2	1
8.	The allotted time (minimum of 12 hrs.) was sufficient for the mentoring experience.	5	4	3	2	1

Describe the best/most interesting/most useful part of the mentoring process:

What needs to be improved in the mentoring process?

IPCM Project Trainee Questionnaire

Percentages *

	5 Frequently	4	3 Some	2	1 Rarely	Missing
Use of email	68.2	9.1	18.2	4.5	—	—
Use of IPCM home page	4.5	—	31.8	13.6	45.5	4.5
Use of IPCM Chatroom	4.5	—	4.5	13.6	72.7	4.5
Use of IPCM Forum	4.5	—	9.1	27.3	59.1	—

	5 Excellent	4	3 Fair	2	1 Poor	Missing
Course offerings	40.9	36.4	18.2	—	—	4.5
Course delivery schedule	22.7	40.9	31.8	—	—	4.5
Course times	36.4	31.8	22.7	4.5	—	4.5
Faculty availability	54.5	27.3	18.2	—	—	—
Faculty advisement	36.4	40.9	22.7	—	—	—
Electronic communications training	27.3	36.4	27.3	4.5	—	4.5
Project written materials (brochures, manuals, etc.)	18.2	86.4	13.6	—	4.5	—
Project Website materials	22.7	40.9	18.2	13.6	—	4.5
Progress toward completion of degree/credential	22.7	45.5	31.8	—	—	—

* Percentages may not equal 100 due to rounding; n = 22

The best thing(s) about the IPCM Project is/are:

See Attachment A.

Thing(s) about the IPCM Project that need improvement is/are:

See Attachment B.

Comments:

See Attachment C.

Attachment A.

The best thing(s) about the IPCM Project is/are:

- I have found that I have gained the most through the peer mentoring. I feel that it is beneficial to be in the community to find out what interventions might be available when I am teaching in this field.

- The opportunity to get a concentration in an area that I wanted but could not find locally prior - the opportunity to observe and be observed by an LD teacher (who is my peer coach) which is in the area I want.

- It helps us assess how we are doing in our teaching area with the aide of a fellow teacher. They watch for areas we are concerned with & they are not judgmental. The stipend has helped me to take classes in SED that I otherwise couldn't have taken.

- Career training.

- Funding availability of courses in Minot.

- The times when classes are offered.

- Availability of course offerings in the Minot area.
  Getting to know more about SPED information.
  Improving teaching skills.
  Knowledgeable instructor/s.
  Meeting different professionals.

- At present I am very happy with the program. Dr. Moran has been very helpful & immediate with feedback & responses.

- Classes being offered close to Minot.
  The availability of grant money.
  Evening classes.

- I do think Dr. Moran is probably one of the best things - he is straight forward, blunt and tues it like it is BUT this keeps all students on track. I think things could have gone differently this semester, had he not been here doing his best to keep things going straight. I also think it's great that it's finally here in Minot!

- The knowledge gained.
  The peer coaching and mentoring have been beneficial.

- Course offerings to obtain credentials in ED/BD without it being a financial burden.
  Courses have also provided the latest/newest methodologies in teaching.

- Availability of e-mail service.
  Financial assistance offered.

- Allows me to attain a credential which financially would have been impossible without the funds.

- Dr. Moran's willingness to meet at anytime to talk.
  Dr. Moran bends over backwards to meet the needs of the student.

- Providing of needed courses for the amount of SED kids in schools.

- Funding/Financial Aid, Communication enhancement between agencies and students.

- Students and supportive staff.

- It's helping me achieve my goals.

- 1) The encouragement through the use of stipends to pursue training in the field of SED.
  2) The faculty, each with his/her own unique offerings, comprise a well-rounded staff.
  3) Innovative means of contact and/or accessing information (i.e. e-mail), although some room for improvement exists.

Attachment B.

Thing(s) about the IPCM Project that need improvement is/are:

- The internet component may need improvement. It's not worthwhile to use the chatroom if nobody else is using it.
- More methods & strategies for ED students.
- Give use techniques to use in dealing with students.
- Development of an intensive social skills class??? - a class that would cover social skills/appropriate behavior skills A-Z.
- More use of the chatroom forum - We were trained in it but never really got it started that would be the fault of the students.
  Group work on assignments to create a "Working together" feel.
  More SED classess offer in each semester.
- Can't really think of anything.
- Consistency of classroom instruction with requirements for assignments/what goes for one should be for all.
- Teaching methods and the overall demeanor of the instructor toward the majority of the students. Bordering on rude and disrespectful numerous times.
- Dr. Moran needs to stop catering to all the students concerns and teach the way he feels comfortable (it seems like since he's changed his style of teaching we have learned less) (No offence Dr. Moran!)
- Availability of summer classes. Currently, if a class is offered on TR, there has not been anything available MW. It is very difficult to obtain classes with a lot of credits during summer.
- For those who are not on campus constantly, and not in every SED class, there should be more frequent and broader attempts to communicate important pieces of information. For those who have a difficult time accessing e-mail providers and/or systems, provide assistance and workshops. Provide information, via newsletter or support groups, on accessing special education resources over the internet. Provide a group or "club" for SED people to meet informally, as LD or CEC does.

Attachment C.

Comments

- I am very impressed with the quality of education that I am receiving. I am also amazed at the individual attention/help that is available if it is needed.

- We have been kept well informed of classes needed to complete the credential. Questions have always been addressed and answered.

- If more classes were offered during the same semester those with the LD degree could get done a little quicker but I realize that would probably cause difficulties with those presently taking LD together with SED.

- For those students in both LD/ED there is a lot of confusion. ONE PROF SAYS ONE THING THE OTHER SAYS ANOTHER? (I am sure this will change as both learn more about the 2 programs)

- Summer courses have many time conflicts for full time SED credential coursework.

- Would like a "summers only" project.

- Just started.

- It's difficult to attend day classes and/or classes scheduled 3-4 times per week when many are teaching by day, or driving long distances or have other business obligations.
  I prefer a 3-4 hour class once a week, even in summer.
  Changes in class requirements, at beginning, caused confusion and/or problems. (Ex: Psych 533, Fall Semester)

Appendix I

Evaluation Questions for Dr. Salzberg Agenda for Drs. Salzberg and Kunz

North Dakota Center for Persons with Disabilities
A University Affiliated Program

June 8, 1998

Dr. Salzberg,

Please find enclosed several pieces of materials that should be useful for your evaluation of the IPCM Project. The first is a list of questions that Dr. Moran and I have generated. We would certainly appreciate your thoughts and recommendations on these issues.

A copy of our project self-evaluation document is enclosed. It includes some data on student and mentor satisfaction, student technology use, course and faculty evaluations, and student peer coaching summary reports. Also enclosed are course syllabi, our peer coaching manual, and technology training notes.

As you review the above materials, please feel free to contact us for clarifications or further information. We likely haven't thought of or included everything necessary, so let us know what else you will need.

As a final note, Dr. Moran has resigned from his position as Project Coordinator effective May 30, 1998. However, we intent on having him return to Minot during your review. In addition, we will have Ms. Lori Garnes, our interim project coordinator, with us during your visit. Both will have good information for you. Again, we look forward to your review!

Sincerely,

Brent Askvig, Ph.D.
Project Director

IPCM Staff Questions for Project Review

Interactive Communications Processes

1) Given our current communications processes (both face-face and electronic), how can we improve on these to facilitate staff-student, mentor-student, staff-mentor, and student-student communications?

2) In what ways can we redesign our website to improve student use and student communications? (http://www.ndcd.org/ndcpd/project)

Peer Coaching

3) Does the peer coaching model and process we've chosen, appear appropriate to our situation? If not, what other model(s) should we explore?

4) Do our materials, both commercial and project developed, seem reasonable? What other materials might be helpful for our staff and students?

5) What method(s) might be useful to evaluate student competence and success with peer coaching?

Mentoring

6) How can we improve our pre-mentoring training for our mentors and the students?

General/Miscellaneous

7) What recommendations would you have for revisions on our Year 2 plan as outlined in the proposal?

8) What new Internet technologies could be useful for our project? (Internet courses, conferencing software, bulletin boards, useful websites).

9) Which conferences/professional meetings would be useful for our staff in terms of training in general SED issues, peer coaching, mentoring, or technology use in teacher education?

10) What are your suggestions for next year's evaluation plan? New data to collect? New design for evaluation? Other ideas?

Tentative Agenda

Sunday, June 21		
10:00 pm	Arrive in Minot and transport to International Inn	Askvig
Monday, June 22		
8:30 am	Pick up at International Inn	Askvig
8:45-10:00 am	Finalize schedule and overview of site visit	Askvig, Moran, M.. Wheeler
10:00-10:15 am	Break	
10:15-12:00 noon	Review of IPCM Web site, email, and chat/forum data	Askvig, Moran & Web Gurus
12:00-1:30 pm	Lunch with IPCM Project mentors	Askvig, Moran & Mentors
1:30-3:00 pm	Independent work time and review of Web and mentor materials	
3:00-3:15 pm	Break	
3:15-4:30 pm	Review of peer coaching materials	Askvig & Moran
4:30 pm	Finalize Tuesday's schedule	Askvig
6:00-?? pm	Evening dinner with IPCM staff	Bryce Fifield & Joe Ferrara
Tuesday, June 23		
8:15 am	Hotel checkout	
8:30-10:00 am	Visit Dakota Memorial High School practicum site	Askvig & Moran
10:30-12:00 noon	Group discussion with IPCM students 597e meets 12:50-3:10 FYI	Askvig & Moran
12:00-1:00 pm	Lunch	
1:00-2:30 pm	Independent work time	
2:30-3:00 pm	Summary meeting	Askvig, Moran & M. Wheeler
3:00 pm	Transport to airport	Askvig
4:00 pm	Flight home	

IPCM Project

North Dakota Center for Persons with Disabilities, A University Affiliated Program

Interactive Peer Coaching/Mentoring Project for Preparing Teachers of Student with Severe Behavior Disorders

Tentative schedule for IPCM Evaluation
Dr. Gina Kunz

Thursday, April 13

2:45pm	Arrive Minot; check in at hotel and get settled
4:00pm	Go to MSU campus; quick tour of NDCPD (UAP) and review schedule
5:00pm	Visit Lori Garnes' graduate class (SPED 542 - SED methods)
5:30 - 6:00?	Return to hotel when done with class
7:30pm	Dinner with Lori and Brent or evening on own (your choice)

Friday, April 14

8:00am	Breakfast with Lori & Brent	
9:00am	Meet with Paula Johs - IPCM mentor	
11:00am	Meet with Scott Hopwood - IPCM mentor	
11:45 - 1:15	Lunch with regional task force on SED	
2:30pm	Meet with Lorna Vandestreek - elementary principal	
4:00pm	Review day/ review materials	
Evening	Choices	Wonder wheels (a national wheelchair dance troupe will be in Minot performing at MSU - partially sponsored by our UAP)
		On own - rest, read, etc.
		Tour the area and see Minot nightlife

Saturday, April 15

8:00, 9:00 ??	Breakfast with Lori and Brent to review our work to this point
morning	review mentor data and reports with Brent and Lori
lunch	
afternoon	review peer coaching reports and data with Brent and Lori
late afternoon	work on own or continued discussions with Brent and Lori
evening	choices: on own, dinner, evening out in Minot, get ready for early Sunday flight (5:15am)

Appendix J

Peer Coaching Effectiveness Evaluation Form

Peer Coaching Report Evaluation Form

Student _____ Semester _____ Rater _____

Was peer coaching useful in:	**Present**	**Measurable Terms**
a) defining a student outcome? comments:	Y N	Y N
b) defining a teacher behavior to observe? comments:	Y N	Y N
c) identifying data collection procedures? comments:	Y N	Y N
d) obtaining data? comments:	Y N	Y N
e) identify reasonable teacher strategies to use in the future? comments:	Y N	Y N

Did the observation provide information that matched teacher behavior? Y N

Did the observation provide information that matched student behavior? Y N